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ABSTRACT

Developed as a guide for improving current procedures or initiating procedures to evaluate vocational education programs in correctional institutions, this handbook provides an introduction to and understanding of the evaluation process through the use of a case study, flowcharts, check lists, descriptions of helpful resources, and examples of evaluation instruments. It consists of three sections. Covered first are the tasks of defining evaluation and identifying vocational education. Next, various steps in the evaluation process are described, including determining purposes, identifying outcomes, determining functions, selecting methods, identifying staff, collecting data, analyzing data, and reporting results. Provided in the final section are listings of resources and references as well as the following sample materials: a check list for accreditation standards, a former student questionnaire, an employer survey, a cover letter to program review team members, instructions for program review teams, a program review team evaluation report, an evaluation form, and criteria for evaluating a vocational education program. (MN)

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Research & Development Series No. 227

EVALUATING VOCATIONAL EDUCATION PROGRAMS

A Handbook for Corrections Educators

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The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1982

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FOREWORD

Corrections educators have become increasingly aware of the need to obtain credible information for accountability and improvement of vocational education programs. Vocational education is often viewed as an intervention as it provides inmates with occupational skills that will hopefully deter their return to prison. However, there are other outcomes that are often used in the evaluation of these programs such as employability skills, career development, and self-esteem. Regardless of the outcomes selected, corrections educators need information for improving the quality of their vocational education programs.

In order to provide this information, corrections educators need to understand evaluation procedures. Corrections educators have expressed the need for an evaluation guide that specifically addresses the need, processes, and outcomes of vocational education programs offered in correctional settings. Developed in response to this need, this handbook is a guide for improving current procedures or initiating procedures to evaluate vocational education programs in correctional institutions.

The handbook guides the users' introduction to and understanding of the evaluation process through the use of a case study, flowcharts, and checklists. Descriptions of helpful resources and examples of instruments provide additional help for the corrections educator charged with the responsibility to evaluate the vocational education program.

Several nationally recognized practitioners and experts in correctional education provided valuable insights and information for the development of this handbook. These individuals included Alfons Maresh, Minnesota State Department of Corrections; Hartzel Black, Vienna (Illinois) Correctional Center; Rex Zent, Ohio Department of Rehabilitation and Corrections; A. Neil Johnson, Ohio Department of Education; and Joseph Rowan, Executive Director of the American Association of Correctional Officers.

The National Center is grateful to staff members who developed the handbook in the Evaluation and Policy Division under N. L. McCaslin, Associate Director and Floyd L. McKinney, Program Director. The handbook was written by Ida Halasz, Project Director, and Karen Behm. Assistance was also provided by William Stevenson, Eliseo Ponce, and Irene Morrison. Priscilla Ciulla, Sherry White, and Kathie Medley typed the drafts of the handbook. Final editorial review of the handbook was provided by the National Center's Editorial Services under the direction of Janet Kiplinger.

Richard Carlson and Osa Coffey, U.S. Department of Department of Education, Office of Vocational and Adult Education, provided information from the federal level and encouragement to produce this guide. Appreciation is extended to the U.S. Department of Education, Office of Vocational and Adult Education for funding the project.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

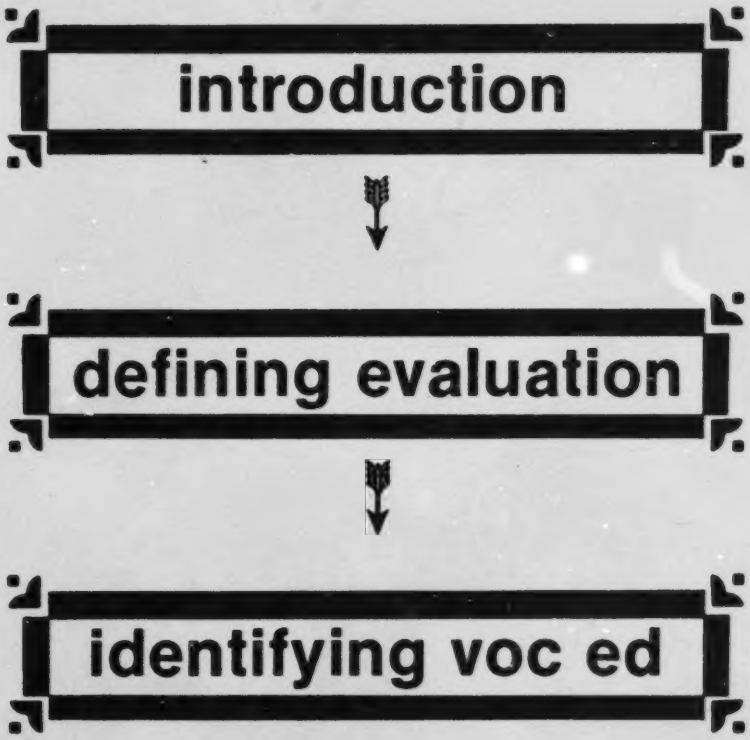
Recently, Supreme Court Chief Justice Warren Burger strongly urged that inmates be given opportunities to leave prison with marketable skills. Vocational education is viewed as critical for providing inmates with a chance to obtain and maintain jobs upon release. Relevant, effective, and efficient vocational education programs are essential to provide inmates with these opportunities.

The understanding of evaluation procedures is necessary in order to obtain credible information for improvement and accountability of vocational education programs in correctional institutions. Therefore, there is a need for an evaluation guide for use in vocational education programs offered by correctional institutions.

The handbook is designed for corrections educators with little or no experience in evaluation. In the first section evaluation is defined, while in the next section vocational education is differentiated from pre-vocational training or work in prison industries. The next eight sections describe the evaluation process: Determining the Purposes of Evaluation; Identifying Outcomes; Determining Questions; Selecting Methods; Identifying Staff; Collecting Data; Analyzing Data; and Reporting the Results of Evaluations.

The handbook includes checklists, worksheets, and a hypothetical case study to guide the user through the evaluation process. Examples of evaluation materials from various correctional and educational agencies as well as annotated recommended resources are also provided.

PART I
Evaluation of Vocational Programs



introduction

The increasing emphasis on evaluating vocational education programs in correctional institutions has created a need for an evaluation guide for corrections educators. Since the late 1960s there has been a growing emphasis on evaluating federally funded social and education programs. Concern for evaluation of vocational education programs has greatly increased since passage of the 1976 Education Amendments. These Amendments stipulate that federal funds for vocational education are contingent upon evaluation for program improvement. In order to measure the effectiveness, efficiency, and relevance of their programs, corrections educators must understand evaluation procedures.

Recently the vocational education of inmates has been viewed as critical to the reduction of recidivism. In his address to the American Bar Association in February 1981 Supreme Court Chief Justice Warren Burger linked the lack of education and marketable skills to criminal behavior. He urged that inmates be given the opportunity to change through education and vocational training. Burger (1981) said that:

> We must accept the reality that to confine offenders behind walls without trying to change them is an expensive folly with short term benefits—a winning of battles while losing the war.

Burger proposed that all vocational and educational programs be made mandatory, with credit against sentence for educational progress. He explained that it would be, "literally a program to learn the way out of prison," so that no prisoner leaves without being able to read, write, do basic arithmetic and demonstrate a marketable skill. According to Carlson, U.S. Department of Education, "Incarceration has dramatically increased during the last decade." There currently are 446,000 inmates in 912 state prisons, 4,000 local jails, and 49 federal prisons. Most inmates, 95 percent, will eventually be released. Approximately 150,000 inmates are released each year. In the federal prisons about half of the inmates have access to some type of education. The majority of inmates are in state prisons where about a tenth are able to acquire basic or vocational skills.

The average cost for keeping one adult inmate in prison for one year is about $13,000, not counting the court costs, welfare payments to families, and numerous other costs associated with crime. In terms of cost to society in dollars alone, it makes sense to provide adequate vocational training to give former inmates a chance to do legitimate work. A 1979 Government Accounting Office report pointed out that correctional institutions can do more to improve the employability of former inmates. In this society, regular employment is the accepted way of assuming responsibility for oneself.

Employment not only affects the former inmate's ability to be self supporting without recourse to crime but also influences use of leisure time, association with friends, self-concept, and expectations for the future. Carlson reported that at the August 1981 National Advisory Council for Vocational Education hearings, former inmates testified that if they had not had vocational education classes while in prison and been given job opportunities when released they would "very likely have returned to prison."

Unique Setting for Vocational Education Programs

Correctional institutions have always faced the problem of what to do with inmates. It is generally agreed that corrections should not only maintain custody, but also achieve some degree of rehabilitation. According to Al Maresh, Minnesota Department of Corrections,

> These two goals, custody and rehabilitation, must be accomplished using sound management and good performance accountability. These goals are often contrary and therefore difficult to accomplish.

When considering the ways to constructively occupy inmates' time, the few alternatives include prison industries, education, vocational training, and counseling. Most inmates have low levels of schooling and work skills. The typical inmate is male (96 percent), white (51 percent) or black (47 percent), twenty-three years old (53 percent are twenty to thirty years old), has had ten years of school (75 percent below high school level), earned less than $10,000 per year (80 percent), and never was in the military (73 percent) (Carlson 1981).

The extreme variability among the inmate populations with respect to formal education, work experience, specific skills, motivation, varying lengths of sentences, and other factors unique to each institution makes the task of providing suitable vocational education quite formidable.

In contrast to schools in the free world, Maresh describes vocational education in a correctional institution as providing instruction in a setting constantly bombarded with security needs, maintenance needs, treatment modes, and competing activities. These activities limit the time available for vocational education instruction. Furthermore, ed[illegible]s and educational administrators are typically isolated from other parts of the correctional institution. Often there are misunderstandings with custodial and other staff members who may have difficulty understanding the educators' need to build trusting relationships with inmates in order to enhance their learning and skill development. Currently there are extreme variations among the states in mandating and supporting vocational education programs in correctional institutions.

Since the 1960s the emphasis in correctional education has been on vocational training. Resources for vocational education programs are frequently minimal, often depending upon contributions from local industries and the dedication of staff to maintain operation. Many adult correctional institutions are old, were designed as industrial prisons, and lack proper space and equipment for vocational education programs.

Purpose of This Handbook

Corrections educators know that quality vocational education can be provided in prisons. Corrections educators also know that inmates benefit from the participation in vocational education programs. Although causal relationships have been difficult to determine, corrections educators believe that vocational education has rehabilitative value. Despite these beliefs, there

have been no outstanding studies or evaluations to indicate the role vocational education plays in rehabilitation and reduction of recidivism of inmates.

A guide for the evaluation of vocational education programs in correctional institutions is necessary because there is no evaluation material specifically developed for use by corrections educators. Many of the criteria that have been used to evaluate these programs are not realistic because the programs are usually based upon a public school setting that is not always applicable to correctional institutions. Standard evaluation texts and "how-to" manuals seldom cover evaluation of education systems in correctional institutions.

Corrections educators need a guide for evaluating their vocational education programs in the context of the uniqueness of correctional institutions and the complex roles played by the inmates, staff, and administrators. Maresh points out that historically, corrections administrators have had considerable local autonomy often causing them to view evaluations with suspicion. In reality, almost everyone views evaluation with some suspicion or apprehension. Educators can promote the evaluation activities by demonstrating that evaluation will help improve their programs by providing information for planning, allocating resources, and demonstrating accountability for the resources previously used. Through the evaluation of corrections programs educators can provide information that vocational education is a viable intervention and beneficial alternative from among those available to inmates.

Joseph R. Rowan, Executive Director of the American Association of Correctional Officers and also the Executive Director, Juvenile and Criminal Justice International, Inc., cautions that,

> Experience has demonstrated that the agency which evaluates itself or asks an outside consultant to conduct the evaluation is in a much better position to resolve the problems which are found than the agency which goes through an evaluation due to a request or pressure from the outside. Then, the agency is defending itself and is reactive rather than proactive.

How to Use This Handbook

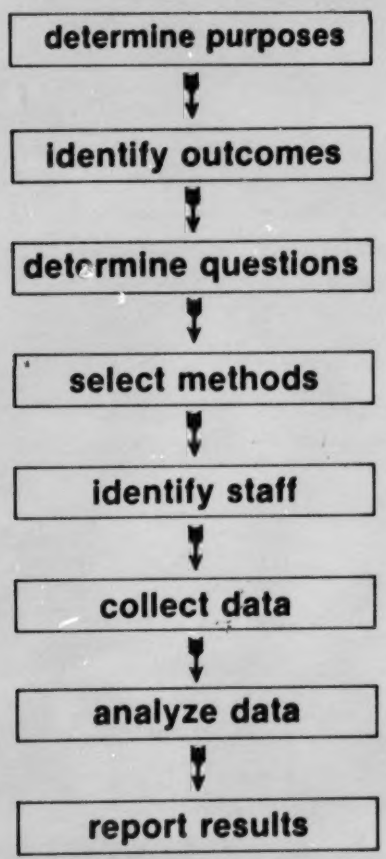
This handbook was designed for corrections educators who have had very little or no experience with evaluation. In this handbook, the process of evaluation is presented in eight steps as shown in figure 1.

In this handbook, each step of evaluation is described briefly in relation to the correctional setting. The suggested approach is that you read the handbook through for a general understanding. Then, start at the beginning and complete the checklists and worksheets. There are no right or wrong answers.

The checklists, indicated by a ✓, help you think about the evaluation step that is being discussed. Use the checklists and worksheets to guide you in planning the steps of your evaluations.

At the beginning of most sections in the handbook there is part of a case study about the evaluation of the vocational education program at Smithville Correctional Institution. This hypothetical case study describes the evaluation process in a correctional setting. Relate the case study to evaluating the vocational education program in your institution.

FIGURE 1
FLOWCHART OF THE EVALUATION PROCESS



The sample materials section contains several useful instruments and letters which were adapted from ones used by vocational educators. You may find the checklist which was adapted from the American Correctional Association standards for vocational education especially useful. There are several other helpful materials about evaluation described in the resources section. You may find some of these in a library, others can be ordered at nominal costs.

defining evaluation

One definition of evaluation of vocational education programs in correctional institutions is that:

> Evaluation is a way to compare questions about the *outcomes* we hoped would occur from the vocational education program with *results* that actually occurred because of inmates participation in the vocational education program.

Evaluation begins with identifying the desired *outcomes* of vocational education in a correctional institution. The procedures of evaluation are outlined in eight steps in this handbook: (1) determine purposes, (2) identify outcomes, (3) determine questions, (4) select methods, (5) identify staff, (6) collect data, (7) analyze data, and (8) report results. By no means are these the only steps that can be followed in conducting evaluations. These eight steps, however, will lead you through the process of planning and conducting evaluations for outcomes in a logical, systematic way. This type of evaluation is often called *product evaluation*.

Another type of evaluation is process evaluation. *Process evaluation* is concerned with looking at the processes in vocational education that influence the outcomes. There are many processes, including the usefulness or adequacy of:

- facilities, equipment, and instruction
- curriculum
- program planning procedures
- admissions criteria
- staff qualifications
- performance requirements

This handbook provides examples (Example section) that are useful for process evaluation. The checklists adapted from the American Correctional Association and the "Minnesota Guide for Self Evaluation" list criteria for process evaluation.

identifying voc ed

The definitions of vocational education in correctional institutions vary considerably. Vocational education programs are sometimes confused with prevocational training or prison industries. The National Advisory Council on Vocational Education (NACVE, 1981) uses the following definition of vocational education:

> Vocational education in corrections can be broadly defined as instruction offered within correctional systems to enable offenders to be employment ready upon their return to free society. It involves the development of basic skills, specific occupational training, and an array of "job readiness" training, including the development of motivation, good work habits, and survival skills.

Vocational education programs offered in correctional institutions vary across the states and within states. Some of the variations are due to the types of inmates. For example, institutions for juveniles tend to offer career education, prevocational training, or job exploration. Programs for adults tend to offer skill training in specialized job areas. Programs differ in institutions for female or male inmates and for the type of security—maximum, medium, or minimum—maintained.

A recent report by Carlson, U.S. Department of Education, provided a description of current correctional vocational education programs and inmates. The larger state institutions offer an average of ten programs whereas the smaller ones offer four. The most common skill training offered is for trade and industrial jobs. Typical vocational education courses are auto mechanics, masonry, carpentry, electrical wiring, plumbing, welding, machine trades, radio and television repair, and small engine repair. Other, less common courses are food services, building maintenance, grounds keeping, bartending, shoe repair, upholstery, home economics, cosmetology, business and office education, and health occupations.

Although most of the vocational education programs are self-contained, some correctional institutions contract with outside educational institutions to provide the courses within the institution or at an outside location. Some correctional institutions offer a combination of self-contained and contracted courses.

Use checklist 1 to decide if your program meets the definition of a vocational education program accepted by the National Advisory Council on Vocational Education.

Determining if You Have a Vocational Education Program 1

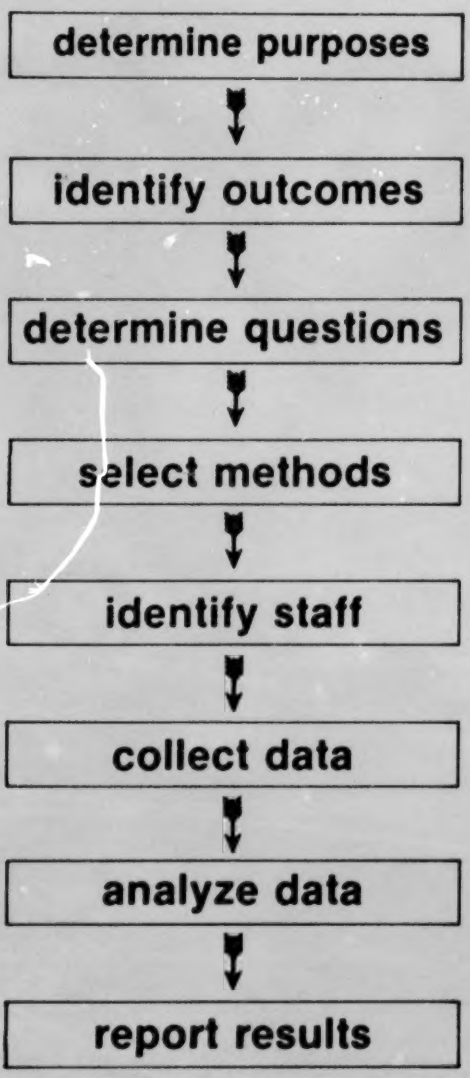
Please check yes, no, or not sure.

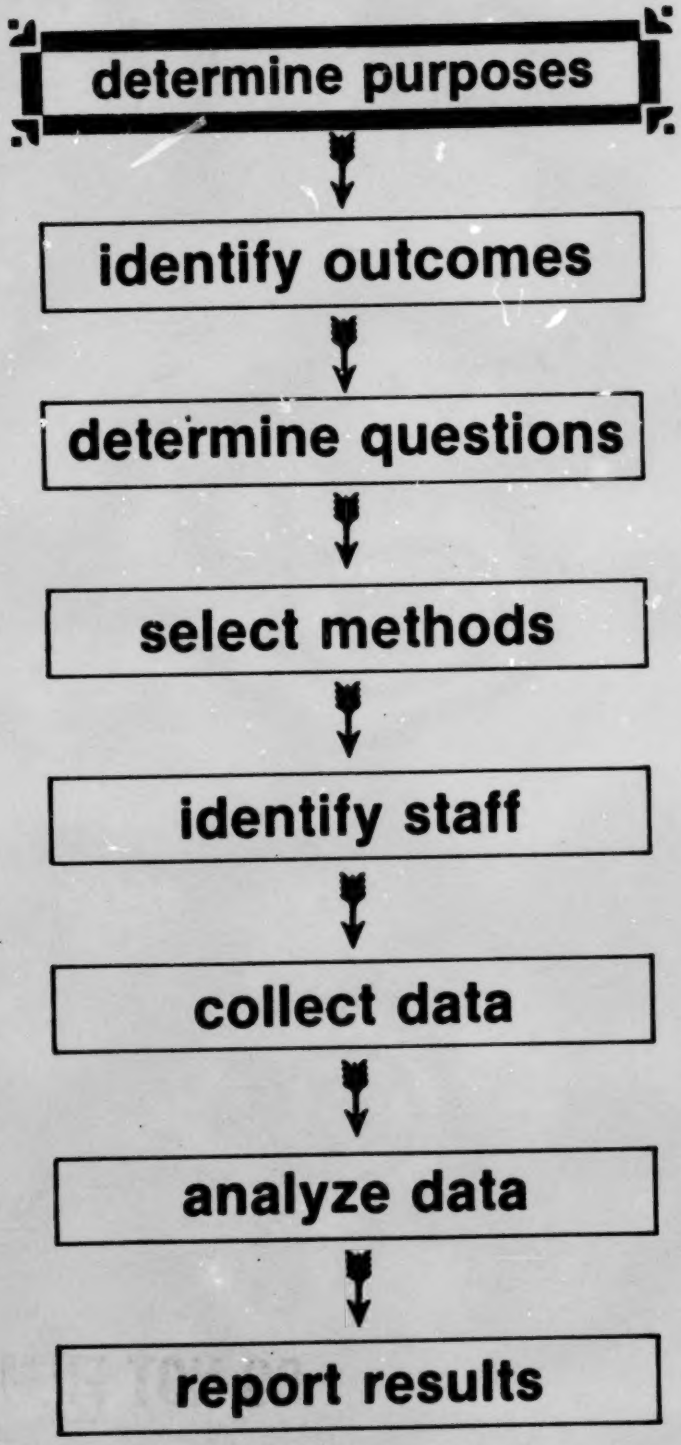
	YES	NO	NOT SURE
1. Will the program enable inmates to be ready for employment upon their return to society?	☐	☐	☐
2. Does the program develop inmates' –			
• Basic skills (reading, writing, math, etc.)?	☐	☐	☐
• Occupational skills for a specific job or cluster of jobs?	☐	☐	☐
• Job readiness, in terms of motivation, work habits, and interpersonal relationships with employers and coworkers?	☐	☐	☐
• Job search skills (interviewing, filling out employment applications, preparing a job history sheet, etc.)?	☐	☐	☐
3. Is there an advisory committee with representation from the free world (business, industry, labor, and education) to establish standards for program content and program evaluation?	☐	☐	☐
4. Is the program established on the basis of documented information showing the needs of state and/or local employers for certain occupational skills (needs assessment)?	☐	☐	☐

If a program is to meet the National Advisory Council's definition of a vocational education program, the answers for the first and second questions should be yes. If no, your program either provides pre-vocational training or is essentially a prison industry, not a vocational education program. Ideally, the third and fourth questions would also be answered yes, but the realistic time constraints upon corrections educators often preclude needs assessments and actively functioning advisory committees.

In many cases the press to develop evaluation procedures and to evaluate the vocational education programs will be the reason for starting and maintaining an advisory committee. Similarly, needs assessments are frequently developed as a part of the evaluation procedures to provide realistic information about the skill needs of employers in the vicinity or across the state.

PART II
8 Steps in the Evaluation Process




determine purposes
identify outcomes
determine questions
select methods
identify staff
collect data
analyze data
report results

EVALUATING THE VOCATIONAL EDUCATION PROGRAM AT SMITHVILLE CORRECTIONAL INSTITUTION

Pat Howell has been the vocational education supervisor at the Smithville Correctional Institution for five years. The program was well established before Pat arrived and has been running essentially the same way for the last ten years. Although there are a few problems, Pat is basically pleased with the program.

Motivated by the growing concern about accountability for public expenditures, the state education supervisor has mandated that all education supervisors of correctional institutions establish a procedure for evaluation. The supervisor explained that the information from the evaluation would be used to improve the vocational education program and to present to decision makers who fund the program.

At first Pat was apprehensive about organizing and conducting evaluations of the Smithville vocational education program. Pat was concerned that the staff would feel threatened and the evaluation would be critical of the vocational education program. Pat also knew, however, that the program had strong points. Over the past years, a number of former inmates had contacted the vocational education teachers to tell them about jobs they had found because of their training at Smithville. As Pat discussed the procedures with the state supervisor, they decided that ongoing evaluation would help document the strengths and provide information to improve the weaknesses of the program.

Pat and the education supervisor decided to conduct a self-study first, and then to organize a program review team to evaluate the program. The self-study would give the teachers a chance to identify strengths and weaknesses and to make recommendations for improvements. Data would, therefore, be collected that could be used by the review team.

Pat and the education supervisor at Smithville made plans to conduct evaluations of the program. They clarified the purposes of program evaluation in order to collect relevant information. Efforts would not be wasted collecting unusable, extraneous information. The evaluation procedures would pertain specifically to the vocational education program rather than the prison industries or other education programs. Since Smithville is an adult facility, the vocational program was designed to provide skill training for specialized jobs. The program included masonry, welding, carpentry, and auto mechanics. All of the programs were taught in the institution by vocational education teachers.

Step 1

determine purposes

In order to collect both process and product types of information, evaluation is approached in a variety of ways, such as through program reviews and follow-up studies. Evaluations done by internal staff are typically called self-studies or self-evaluation. Evaluations are also done through program review teams, or accreditation teams which typically include external as well as internal members. The section, "Identify Staff" provides more information about the staffing for evaluations. The purpose of the evaluation will determine the way you approach the evaluation efforts.

Well-rounded evaluations include procedures to collect both product and process types of information. The emphasis will vary, of course, depending upon the purposes for conducting the evaluations. In most cases, correctional educators must plan to collect, analyze, and report both process and product evaluation. Typically, both internal administrative decisions and decisions made in the state department and legislature will require that information be collected about the quality of the vocational program and the outcomes of inmates' participation.

It is important to have clear purposes for evaluating the vocational education programs in your correctional institution. Clear purposes will help you to avoid wasting time, making costly mistakes, and incurring a dislike for evaluation among the staff and administration. Moreover, clear purposes will help you write a useful report. Many evaluation reports are not used because the results do not meet information needs for planning and decision making.

Use the following checklist 2 to clarify the purposes of evaluating your vocational education programs (adapted from Wentling 1980).

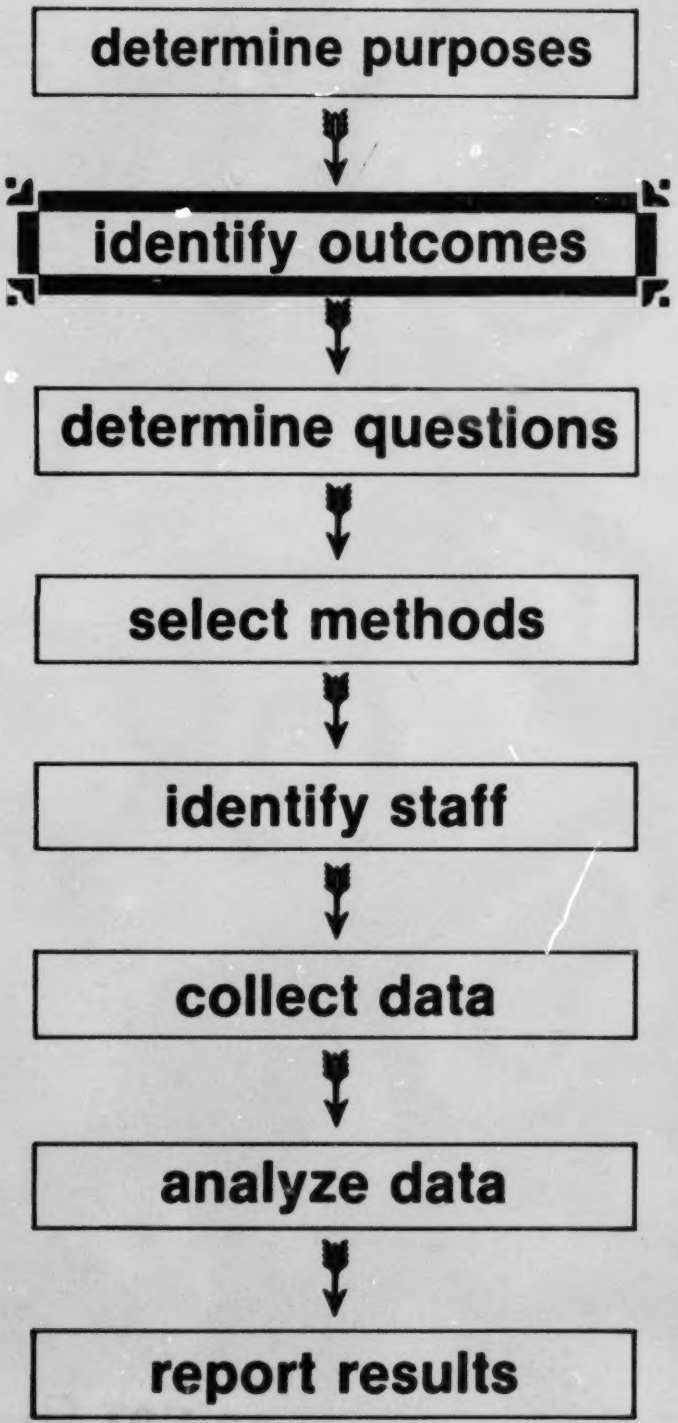
Deciding the Purposes for Evaluating Your Vocational Education Program

2

Please check yes or no.

Do you need information for:	YES	NO
1. Program Planning? Such information as the adequacy of the facility and the equipment, the qualifications of the staff, the enrollments, and the numbers of inmates desiring to enroll, is useful in planning the types of programs that can be offered, for expansion, and so forth.	☐	☐
2. Decision Making? Decisions, regardless of their size, must be based on a certain amount of information. Decisions about assignment of staff to programs, and selection of inmates for participation, may all require some justification. One way to make defensible decisions is to gather objective evidence to support the decisions.	☐	☐
3. Professional Development? Evaluation can benefit teachers, administrators, and support staff. An evaluation system that identifies deficiencies and strengths in staff performance will help promote desirable changes.	☐	☐
4. Program Improvement? Improving vocational education programs is an important reason for evaluation. Evaluation activities should identify the actions, components, or characteristics that promote desired or undesired outcomes. Once program deficiencies have been identified through evaluation, action may be recommended to correct them.	☐	☐
5. Accountability? Accountability requires a presentation of program results (such as placement of inmates in jobs, reduced disciplinary problems, and achievement scores) in relation to incurred costs and established desirable outcomes. Internally and externally these accountability measures can help corrections educators and administrators justify the resources spent for vocational education programs.	☐	☐
6. Accreditation? Evaluation of vocational education programs is often done to determine compliance with the accreditation requirements of the Commission on Accreditation for Corrections or other accrediting agencies.	☐	☐

Keep the purpose or purposes of your evaluation efforts in mind as you continue through the eight steps of evaluation. Most corrections educators have several purposes for evaluation and use evaluation results to convince decision makers to allocate more resources, to justify the previous allocation of resources to start new programs or expand existing ones, for accreditation, for public relations, and so forth.


determine purposes
identify outcomes
determine questions
select methods
identify staff
collect data
analyze data
report results

Smithville continued. . .

The education supervisor used Smithville's written statement of philosophy about the vocational education program to list the desired outcomes.

Since the philosophy statement had not been revised for several years, Pat discussed the desired outcomes with the education supervisor and with the warden to see if they were still in agreement. After reviewing the outcomes, Pat decided to rewrite them as more specific statements that could be evaluated.

Step 2

identify outcomes

The next step in evaluation is identifying the desired outcomes of the vocational education program in your correctional institution. There may be differences in desired outcomes among the various types of institutions. For example, juvenile and maximum security adult institutions will most likely have different desired outcomes for inmates who participate in the vocational education program. In the National Study of Vocational Education in Corrections conducted in 1977, by Abram and Schroeder,the outcomes for vocational education programs were ranked from 1 (most important) to 7 (least important). Table 1 shows the rankings of the seven outcomes by respondents from 93 juvenile and 260 adult facilities across the nation.

TABLE 1

RANKING OF OUTCOMES FOR VOCATIONAL EDUCATION PROGRAMS IN CORRECTIONAL INSTITUTIONS

Outcomes for Vocational Education Program	*Ranking for Juvenile Facilities*	*Adult Facilities*
Develop specific job skills	2	1
Place inmate in a job on release	4	4
Develop inmate's personal and social skills	3	3
Develop inmate's work habits	1	2
Provide a means of evaluating inmate for parole	7	6
Provide inmate with constructive activity	5	5
Other	6	7

Desired outcomes can be stated more specifically as objectives. At the J. F. Ingram State Technical Institute in Alabama, the specific objectives of the vocational education program for first offenders are as follows:

1. To provide for each inmate enrolled a vocational education program applicable to the individual's educational level, interest, aptitudes, and abilities which will enable the trainee to meet the demands of potential employers.

2. To keep the training programs and facilities up to date and current with present day practices in the occupation by utilizing the advice and counsel of craft committees made up of persons presently employed successfully in the occupations.

3. To develop safe work habits and practices by teaching and demonstrating safety in the performance of the work of the occupations.

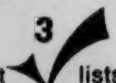
4. To make the training situations as nearly like actual employment as possible through providing the necessary equipment, tools, and materials needed and through suitable live work opportunities.

5. To provide training which will enable the inmates to gain entry level employment skills and knowledge in several aspects of an occupation.

6. To provide counseling and other assistance designed to help the inmate to readjust to society and to the world of work.

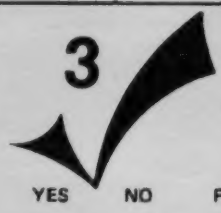
7. To instill into inmates a working knowledge of how to secure a job, retain that job and make progress in it.

The desired outcomes provide the framework for, and largely determine, the evaluation that is conducted. Therefore, the time and energy you spend in identifying outcomes and more specific objectives is very important.



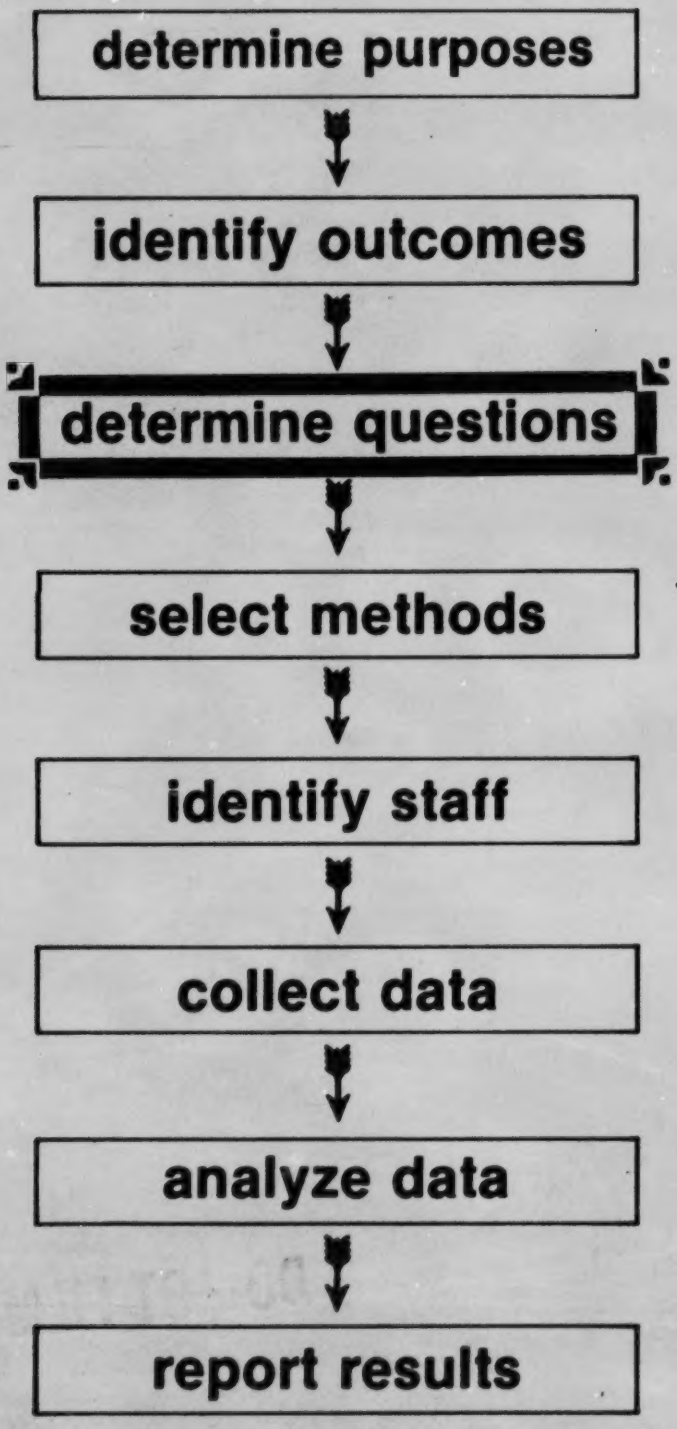
The next checklist lists several possible outcomes for vocational education programs in correctional institutions. Add your own desired outcomes to this list, then rank the outcomes. This ranking will help you determine evaluation questions. Rank the yes outcomes from 1 (the most important) to the number of outcomes you have listed (the least important).

Identifying Desired Outcomes for Your Vocational Education Program



Please check yes or no and rank the yes outcomes.	YES	NO	RANK
1. Develop inmates' skills for a specific job or type of jobs	☐	☐	___
2. Place inmates in jobs related to the vocational education program upon release	☐	☐	___
3. Develop inmates' self esteem and self confidence	☐	☐	___
4. Develop inmates' positive work attitudes and safe work habits	☐	☐	___
5. Develop inmates' personal and social skills	☐	☐	___
6. Provide a means of evaluating inmates for parole	☐	☐	___
7. Provide inmates with constructive activity	☐	☐	___
8. Reduce the number of former inmates returned to prison for lack of salable work skills in the free world	☐	☐	___
9. Reduce the number of discipline problems among inmates	☐	☐	___
10. Develop inmates' skills to look for a job, prepare a job application, write a resume, and conduct an interview	☐	☐	___
11. Develop inmates' occupational goals and plans to attain the goals in the free world	☐	☐	___
12. Provide inmates with training for entry level employment in jobs	☐	☐	___
13. Provide inmates with training that simulates real jobs in the world with up-to-date facilities and equipment, necessary materials, realistic curricula, and qualified teachers	☐	☐	___
14. Provide appropriate training for inmates' individual abilities, educational level, interests, lengths of incarceration, and temperaments	☐	☐	___
15. _____	☐	☐	___
16. _____	☐	☐	___
17. _____	☐	☐	___
18. _____	☐	☐	___

Now that you have decided on the desired outcomes of your vocational education program and have ranked them in order of importance, *review the top five.* Check if these are really the most important outcomes desired for your program. These five (or more/less if you so choose) outcomes will be the basis for determining the questions that will be asked in the evaluation.


determine purposes
identify outcomes
determine questions
select methods
identify staff
collect data
analyze data
report results

Smithville continued . . .

Once the desirable outcomes had been agreed upon, Pat had to develop the questions that would indicate whether or not the outcomes had been achieved. The questions had to be measurable or specify the data needed.

Pat's Questions for the Evaluation of Desired Outcomes

Desirable Outcomes	*Possible Questions for Evaluation*
1. Develop inmates' skill for a specific job or type of jobs	What skills have inmates attained as a result of their vocational education training?
	How much economic advantage have inmates gained as a result of their training?
2. Develop inmates' desirable work attitudes and safe work habits	Do inmates enrolled in the vocational education programs demonstrate a desire to work?
	Do inmates perform job tasks correctly and use tools and equipment safely?
3. Place inmates in jobs related to their vocational education program upon release	Are former inmates working in jobs that require and use skills they learned in their vocational education program?
	Did the correctional institution help the inmates acquire a job related to their vocational education training?
4. Provide inmates with training that simulates real jobs through adequate equipment and facilities, necessary materials, realistic curricula, and qualified teachers	Are the equipment and facilities adequate for learning job skills necessary in the free world?
	Are adequate and appropriate materials available for learning realistic job skills?
	Is the curriculum current and relevant with industry and business practices in the region where the inmates will be released?
	Are the vocational education teachers certified as such with necessary qualifications to teach inmates for the free world?
5. Reduce the number of former inmates returned to the correctional institution for lack of salable work skills	What proportion of former inmates who had vocational education training returned to a correctional institution within a year compared to those who did not have the training?
	How many current inmates have had no vocational education training prior to incarceration?

Step 3

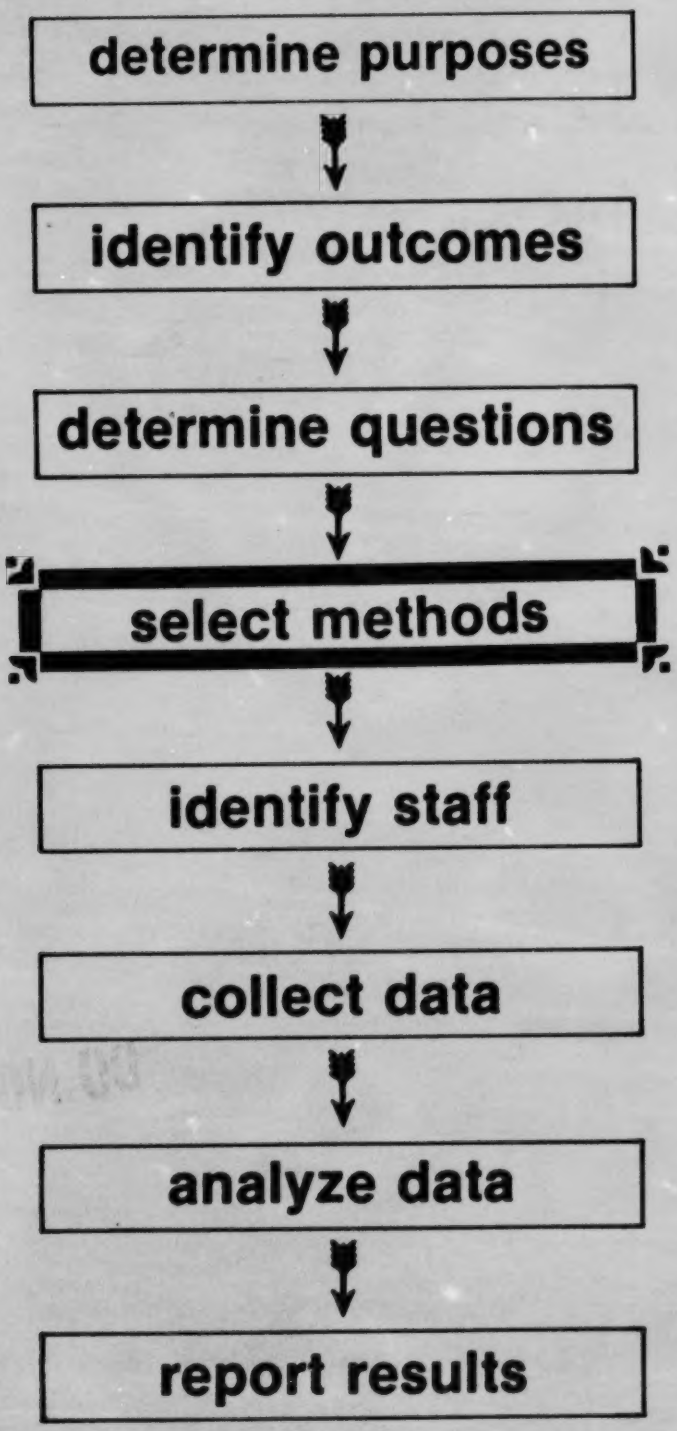
determine questions

The third step in evaluation is determining questions based upon the desired outcomes. The traditional evaluation question is: To what extent is the program attaining the desired outcome? On the following worksheet, list the outcomes you identified as most important for your institution's program. Think about the questions implied by the outcomes. Write at least one question for each outcome in the space provided.

Worksheet 1: Determining Questions

Desirable Outcomes for Your Vocational Education Program	*Possible Questions for Evaluation*
1.	
2.	
3.	
4.	
5.	

The questions you have listed above will determine the types of methods you will select to collect data for your evaluation.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Smithville continued. . .

The first time the evaluation committee met, they decided what information was needed to meet the objectives of the evaluation and how to collect it. As they talked they realized they had some information already, but it was scattered and not organized in a usable manner. Pat had enrollment figures for each program area, the number of leavers and completers, and the number of inmates waiting to enroll. The records also indicated whether those who left without completing were paroled, were disciplined, or had chosen not to finish. If Pat or the education supervisor had not had these records, the committee would have recommended that they start being kept for future use.

Teachers also had scattered pieces of information that could be used, such as records of employers who requested references for former inmates and records of inmates who had maintained contact with them after release. Collecting existing information required a lot of detective work, but it produced lists of employers and former inmates useful for needs assessments and follow-up surveys.

One of the evaluation questions was whether former inmates who had completed a vocational program were employed in occupations related to their training. The evaluation committee realized, however, that follow-up surveys of former inmates are difficult to conduct for several reasons.

- Former inmates typically return to their home towns; this covers a wide geographic region.
- Records of their addresses are often incomplete, incorrect, or nonexistent.
- Communications between parole offices and corrections institutions are often not strong or dependable.
- Former inmates want to forget their imprisonment and do not usually want to participate in a follow-up from the correctional institution.

A member of the evaluation committee suggested that they contact parole officers to see if some type of working relationship could be established to provide systematic follow-up information. Pat realized that it would be very difficult to obtain correct addresses for a follow-up and made a note to investigate ways to coordinate records for future use with the parole board.

To answer some of their questions about the quality of the program, the committee needed to know what was actually happening while inmates were enrolled in the program. They decided to survey inmates and teachers to determine their perceptions of the facilities, teaching methods, curriculum, support services, and general impressions of the usefulness of the program. The program review team's observations and the information from the inmates would be compared to identify problems and strengths.

Pat wrote an information sheet describing the operational policies and procedures regarding the selection of inmates, criteria for admission, services offered, course requirements and contents, and so forth. The information sheet would also include enrollment data, number of teachers, the number and type of major equipment, and the number of students using the support services, such as counseling. The information sheet would give teachers and administrators an overview of the program, would be important in orienting the program review team, and would provide background information for the evaluation reports.

Step 4

select methods

The next step in evaluation is selecting the methods to answer the questions. There are two basic types of methods. The first type measures in numbers and statistics and includes such information as enrollment and attendance figures, placement data, and recidivism rates. This type of method is called *quantitative*. The data is collected by tabulating and analyzing records, questionnaires, tests, checklists, and so forth.

The second type does not measure in numbers, but includes such information as description of facilities and usefulness of equipment, interactions between inmates and teachers, content of the curriculum, attitudes, opinions, and behavior patterns. This type of method is called *qualitative* and is collected through observations, interviews, and reviews of records.

The major methods for collecting *quantitative* information for evaluation are as follows.

Records—Existing records or documents can provide much usable information but are often scattered among several offices. Enrollment figures, numbers of inmates completing program, number who left the program, and information on repeat offenders, grades, test scores and interview, and demographic information should be available from the files of administrators and teachers.

Questionnaires are a set of printed questions that can be mailed or distributed in a group such as a class. Questionnaires can be answered anonymously. Because of their structure, they are easy to tabulate by hand or by computer. Although they are generally easy to administer to inmates and staff, mailed questionnaires can present many problems in corrections. Names and addresses of former inmates and employers are frequently not available. Even when available, most former inmates do not return questionnaires to a correctional institution. Answering questionnaires is often a problem for former inmates who have relatively low educational levels and limited reading ability.

Tests can be standardized or developed by staff. There are many kinds of standardized tests available commercially to measure the following:

- Intelligence
- Personality
- Aptitudes
- Interests
- Achievement
- Knowledge
- Social adjustments
- Goals
- Skill level
- Job performance
- Attitudes
- Work values

Tests are used to assess an inmate's potential and progress in vocational education. When selecting standardized tests, it is important to consider the population for which they were designed. Again, reading ability is a factor that may interfere with using tests with some inmates. Some tests require hands-on performance to assess the inmate's ability to do a job or perform a skill.

Checklists are often used by evaluators to cover a large number of items quickly. Checklists are useful in self-studies of the institution or for monitoring regularly scheduled activities. In this handbook, checklists are used to present lists of ideas and reminders.

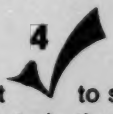
The major methods for collecting *qualitative* information for evaluation are as follows:

Observations—The direct observation of persons in a group program has some obvious advantages, such as the opportunity to view the group in its normal environment and the opportunity to observe firsthand the emotions and attitudes of program participants. One problem is that when observations are made without the observer knowing the situation previously or the situation to come, there is no way to know if they represent a true picture of what is really happening. There is also a possible problem that the presence of the observer may cause the persons being observed to change their typical behavior. A series of observations over a period of time can lessen these problems somewhat.

Interviews—Interviews are effective with persons who have reading difficulties or when in-depth information is needed. However, interviews can be costly and time consuming to do. It is sometimes difficult to summarize the information from a series of interviews. They can, however, be effective when used in combination with other types of data collection and when seeking the answer to difficult, complex questions. Interviews also provide the opportunity to see how the person reacts to questions. The "body language" of the person often tells the interviewer more than the spoken answers.

Records—Existing records or other types of documents can provide descriptions of programs, events, activities, and so forth. Newspaper articles, teachers' anecdotal records, previous evaluations, reports, proceedings of meetings, lesson plans and curricula are some examples of records useful for qualitative evaluation.

All of these methods of collecting information are useful to answer evaluation questions. A combination of quantitative and qualitative methods are used in many evaluations. For example, using a combination of methods is most appropriate to conduct a follow-up of former inmates enrolled in the vocational education programs. A mailed questionnaire (Sample 4), telephone interviews with nonrespondents, and an examination of parole records might be used to follow up former inmates. (A detailed discussion of the follow-up is discussed in the "Collect Data" section of this handbook.)



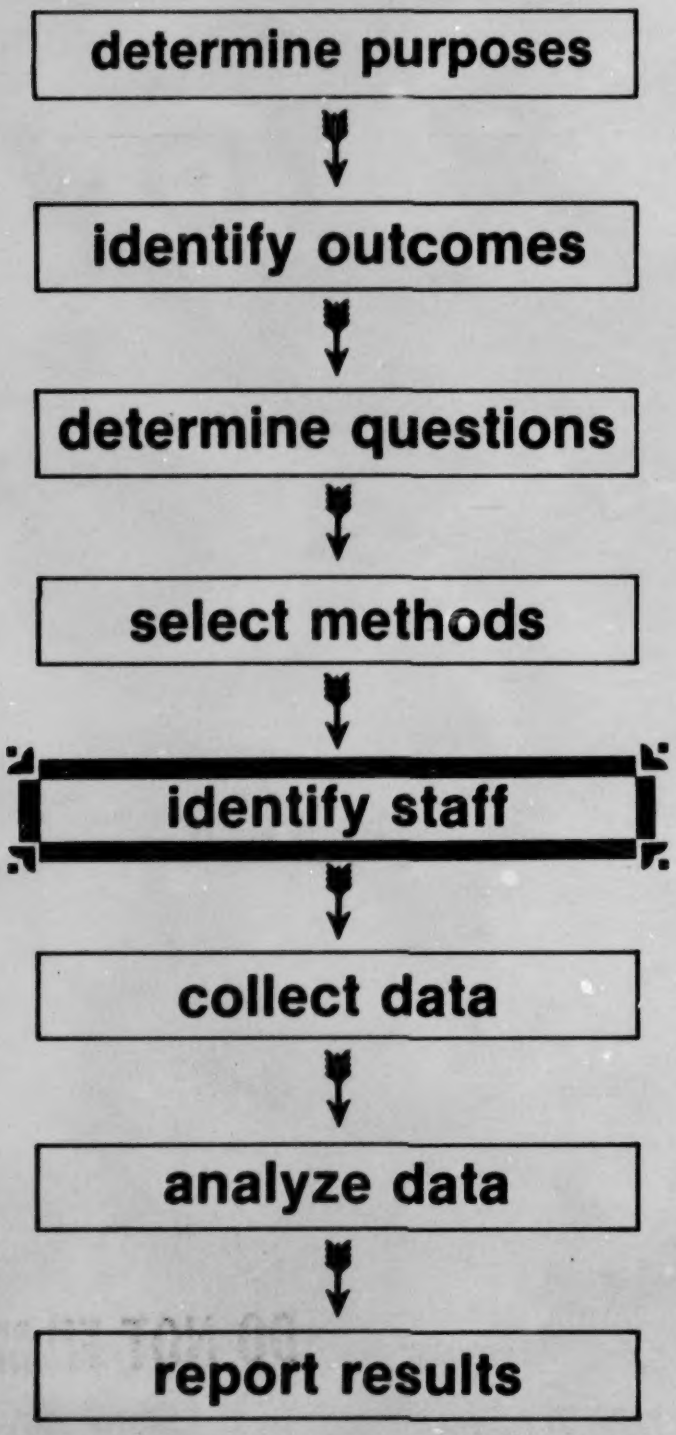
Use checklist 4 to select the methods most appropriate to answer the evaluation questions you wrote in the previous section. Remember that some questions may be best answered using a combination of methods.

Selecting Methods to Conduct the Evaluations

Please write your questions and check the methods most appropriate for each question.

Your Questions for Evaluation	*Most Appropriate Methods*
1.	☐ Review of records ☐ Observations ☐ Questionnaire(s) ☐ Interviews ☐ Test(s) ☐ Checklists ☐ Other: _____
2.	☐ Review of records ☐ Observations ☐ Questionnaire(s) ☐ Interviews ☐ Test(s) ☐ Checklists ☐ Other: _____
3.	☐ Review of records ☐ Observations ☐ Questionnaire(s) ☐ Interviews ☐ Test(s) ☐ Checklists ☐ Other: _____
4.	☐ Review of records ☐ Observations ☐ Questionnaire(s) ☐ Interviews ☐ Test(s) ☐ Checklists ☐ Other: _____
5.	☐ Review of records ☐ Observations ☐ Questionnaire(s) ☐ Interviews ☐ Test(s) ☐ Checklists ☐ Other: _____

Keep the methods you selected to answer the questions in mind as you proceed through the handbook. The methods you have selected will be important when you identify staff in the next section.


determine purposes
identify outcomes
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select methods
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analyze data
report results

Smithville continued. . .

Pat and the education supervisor had already decided to conduct a self-study first, and to later organize a program review team to evaluate the program.

They held a meeting with all of the vocational education program teachers to present the evaluation plans. After much discussion, the teachers made suggestions to carry out the plans, and a timetable was established. Two members of the staff agreed to work with Pat as an evaluation committee to develop the self-study procedures and the questions and to organize the evaluation efforts.

It was important for the program review team to be familiar with corrections and each of the vocational areas being evaluated. A former inmate was included on the review team because he could offer insights based on his participation in the vocational program. The program review team would be composed of a current inmate, a former inmate, a local employer who had hired former inmates, an instructor, and the state vocational education supervisor for corrections.

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Step 5

identify staff

An important step in evaluation is identifying evaluation staff. The people who conduct evaluation are important because they influence the cost, quality, credibility, and usefulness of the results.

Frequently, the cost of evaluation is not budgeted for vocational education programs in correctional institutions. An accepted estimate of the cost of evaluation is approximately 10 percent of the total budget for the program. This may not be possible in the majority of correctional institutions where the budget for vocational education programs is very low or nonexistent.

There are various ways to staff the evaluation of vocational education programs in correctional institutions.

Internal Staff—In many cases the education supervisor and vocational education supervisor have the responsibility to provide evaluative information to the institution's administrators and to state administrators. A staff member or a committee is appointed to coordinate the evaluation activities. The self-evaluation is often done before an evaluation is done by a review team. A self-evaluation usually involves little cost but the objectivity may be questioned.

Professional Consultant—Hiring a professional consultant from outside the system solves the problem of objectivity. However, consultant services can be expensive, and finding a consultant familiar with vocational education programs in corrections may be difficult.

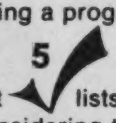
Program Review Team—A program review team consists of people with expertise in a technical field, vocational education, corrections, and so forth. The composition of the program review team is determined by the purposes of the evaluation. If the team is being used to validate information from a self-study, then knowledgeable people from the community, such as employers, former inmates, and community leaders, should compose the team. But if the team is doing the entire evaluation, then persons from both inside and outside the system need to be selected. The team should include a broad representation of expertise. The following criteria are useful for selecting team members:

- Experience in evaluation
- Experience in vocational education
- Expertise in teaching, administration, or supervision
- Awareness of the philosophy of vocational education in corrections

- Understanding of the uniqueness of vocational education in correctional education
- Understanding of employers' needs
- Recommendations by colleagues

The major pitfall that hampers the credibility of persons selected to evaluate is role conflict. A person who has helped develop and operate a program is understandably biased and would want to present it in the best light. In some cases the evaluator's job security or status could be threatened by unfavorable evaluation results. Credibility is important and can be increased by hiring a professional consultant or using teams of persons not directly connected to the institution. Usefulness of evaluation results, on the other hand, is usually increased by involving staff in the evaluation effort. The best option is assigning a staff member the major responsibility for organizing the evaluation, hiring a professional consultant to help design the evaluation, and assembling a team for a thorough review every three or so years.

There are important qualifications to keep in mind when assigning staff, hiring a professional consultant, or organizing a program review team.



The next checklist lists the important qualifications in order to help you decide about the people you are considering to staff the evaluation activities.

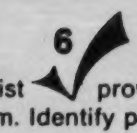
Determining Qualifications for Evaluation Staff

Please check yes, no, or don't know.

Does the person you are considering as a consultant or as a member of an evaluation team have—

	YES	NO	DON'T KNOW
1. Knowledge about evaluation—research problems, literature, and strategies?	☐	☐	☐
2. Knowledge about evaluation methods that have been used in a correctional institution?	☐	☐	☐
3. Ability to develop evaluation questions that can be measured?	☐	☐	☐
4. Ability to organize and conduct evaluations in a correctional institution?	☐	☐	☐
5. Ability to report evaluation results and to make recommendations in a timely manner?	☐	☐	☐
6. Knowledge of measurement with the ability to locate and select tests?	☐	☐	☐
7. Ability to develop tests, attitude scores, interview schedules, and surveys if necessary?	☐	☐	☐
8. Knowledge of statistics to tabulate and analyze data from evaluations?	☐	☐	☐
9. Knowledge of data processing?	☐	☐	☐
10. Knowledge about the operation, political factors, and constraints of the vocational education programs?	☐	☐	☐
11. Knowledge about vocational education curriculum and possible outcomes?	☐	☐	☐
12. Freedom from vested interests in the results of the evaluation?	☐	☐	☐
13. Reputation and status in the professional community?	☐	☐	☐
14. Trust and respect of the vocational education program staff?	☐	☐	☐

Since no one person or group of persons are likely to have all of the qualifications, select persons who have the most qualifications. Compose teams of persons with a cross-section of qualifications.

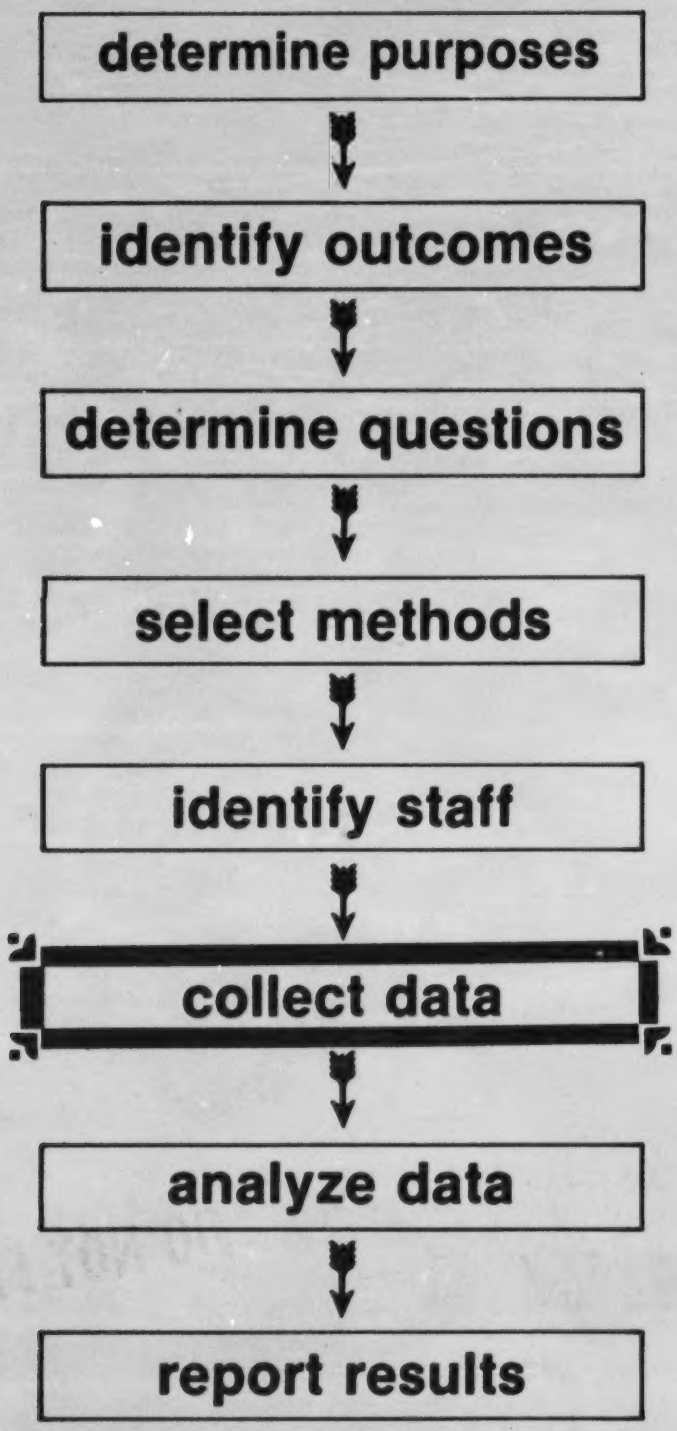
The following checklist  provides suggestions for the types of persons you might select for a program review team. Identify people in the community and institution that best meet the qualifications in checklist 5.

Identifying Program Review Team Members

Check the *types of persons* needed on your team, then *list persons* you are considering for the team.

1. Community Representatives — Name/Telephone Number
   - ☐ Local community leader _____
   - ☐ Local employer _____
   - ☐ Local union leader _____
   - ☐ Local minister/priest/rabbi _____
   - ☐ Employed former inmate _____
   - ☐ County agricultural extension agent _____
   - ☐ Others _____
2. Institution Representatives
   - ☐ Education director _____
   - ☐ Vocational supervisor _____
   - ☐ Vocational teacher _____
   - ☐ Inmate vocational student _____
   - ☐ Others _____

It will be necessary to allow time at the beginning of the evaluation effort to orient the evaluation staff. Professional consultants need to become familiar with the institution. Those without experience in corrections need to become aware of the special problems involved in providing vocational education in a correctional institution. All persons involved in evaluation need to understand the purpose for doing the evaluation and how the results will be used.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Smithville continued. . .

The committee identified several persons that could provide information about the vocational education program and listed the types of information each one might offer. The education supervisor had the results of a checklist type of survey. It had been developed for statewide use to determine if correctional institutions were meeting the minimum requirement for vocational education program facilities and equipment. Since the survey had been completed last month, the supervisor suggested using the results in the evaluation. The committee selected several instruments, including a survey form for inmates, one for teachers, and a checklist for accreditation, and reviewed them for usefulness.

During a second meeting with the faculty the evaluation committee presented the plans for evaluation of the program. Teachers were asked to contribute any notes or records they might have kept and to participate in the faculty survey. The teachers agreed to conduct the inmate survey during class time and discussed the problems of the inmates' reading abilities that could affect the survey. A teacher's suggestion that inmates be given the option of completing either a written or oral survey was accepted. The committee decided to ask the chaplain who was trusted by inmates to conduct any oral surveys given to inmates.

While the committee was gathering evaluation information, Pat contacted potential members of the program review team to see if they would agree to serve. A date for the team review was set for three months in advance to allow time for the staff to conduct the self-study.

Since all of the review team members lived within two hours of Smithville, the first meeting was set for 10:00 a.m. The purposes of the evaluation, the questions the evaluation would answer, a background information sheet, and a summary of data collected to date were mailed to them in advance of the program review days.

AGENDA

Review Team Evaluation of the Vocational Education Programs at Smithville Correctional Institution

Tuesday		
9:30 a.m.	COFFEE	A chance for the review team to get acquainted with each other and to meet the Smithville staff.
10:00 a.m.	Welcome and Introductions Lee Davis, Warden, Smithville Tracy Mann, Smithville Education Supervisor	
10:30 a.m.	Orientation Pat Howell, Smithville Vocational Education Supervisor	Explain layout and operational procedures of Smithville. Describe vocational programs offered, reasons for evaluation, outcomes of program, and how the next two days will be structured.
11:30 a.m.	LUNCH	During the group lunch furnished by Smithville, team discusses plans and asks questions.
1:00 p.m.	Observations of vocational programs Team A – Welding Team B – Auto Mechanics Team C – Agriculture	Teams observe classes in session, walk through all the facilities, and interview teachers and students.
6:00 p.m.	DINNER	Warden, education supervisor, Pat, and the evaluation committee are included. This is a chance to answer informally questions that came up during the day.
Wednesday		
7:30 a.m.	BREAKFAST	Pat and the evaluation committee are present to answer questions, arrange for additional observations or interviews if needed, and to provide information requested by team.
8:30 a.m.	Discussion of results and planning for Day 2	Only the review team is involved. Members review the data thus far and identify what information is still needed.
9:30 a.m.	Group and individual interviews with teachers, inmates, administrators, and related staff	Pat arranged these as requested by the review team.
Noon	Compilation of results and LUNCH	Lunch is only for review team so they can continue working.
4:00 p.m.	Preliminary presentation of findings	The group meets with Pat, the evaluation committee, the warden, and education supervisor to present preliminary findings. They will complete their reports and return them in written form within two weeks of the visit.

Step 6

collect data

Once the staff is selected, the data collection can begin. The following guidelines are important in collecting data:

- Use methods and instruments that are suited to the evaluation questions. Collect only the information that is needed to answer the questions. Collecting extra information is costly, is a bother to respondents, and can detract from the real purposes of evaluation.

- Use more than one method of collecting information when assessing important issues. The methods used in evaluation can always be challenged. Therefore, use more than one method or instrument to collect the same information.

- Use professionally developed tests to assess sensitive personal issues, such as vocational interests, values, attitudes, intelligence, or psychological states. Professionally developed tests are available from commercial publishers. Several thousand of these tests are described in Buros' *Eighth Mental Measurements Yearbook*, which is listed in the references. Over 200 tests are described in *Career Education Measures: A Compendium of Evaluation Instruments* which is abstracted in the resource section.

- Keep information collection as unobtrusive as possible. The evaluation efforts should not infringe upon the normal operation of the institution or take too much of anyone's time.

A number of persons or sources can provide the information through various evaluation methods. It is important to know who can provide the information to answer the evaluation questions. Generally, several sources are needed to give a complete picture of the question being asked. For example, teachers and inmates may have very different view points of the usefulness of the counseling services provided or the adequacy of the equipment available for the classes. Collecting data from several sources reduces the possibility of distorted results. When there are several conflicts between two sources of information, additional sources should be investigated.

Use the next checklist to help decide who can provide information for evaluation.

Identifying Sources of Evaluation Information

Please check yes, no, or maybe.

Will you collect information from—	YES	NO	MAYBE
1. Present Inmates	☐	☐	☐
• Evaluation of teachers			
• Satisfaction with teaching method			
• Student test scores (achievement, aptitude, attitude, competencies, etc.)			
• Curricula and instructional methods used			
• Adequate facilities, materials, and equipment			
• Satisfaction with support services (counseling, library, etc.)			
2. Former Inmates	☐	☐	☐
• Working or unemployed			
• Job related to training			
• Usefulness of vocational education training			
3. Vocational education teachers	☐	☐	☐
• Performance and achievement of students			
• Teacher qualifications			
• Curricula and instructional methods used			
• Adequate facilities, materials, and equipment			
4. Vocational guidance counselors	☐	☐	☐
• Number of inmates using counseling services			
• Description of vocational counseling offered			
• Placement statistics			
• Number of employers contacted			
5. Vocational education supervisors	☐	☐	☐
• Teacher/pupil ratio			
• Teacher qualifications			
• Curricula and instructional methods used			
• Cost-efficiency of vocational education program			
• Adequacy of facilities, materials, and equipment			
6. Employers of former inmates	☐	☐	☐
• Number of contacts with placement service			
• Satisfaction with inmates' training			
• Satisfaction with skills taught			
• Assessment of skill needs			
7. Vocational advisory committee	☐	☐	☐
• Currentness of curriculum			
• Adequacy of facilities, material, and equipment			
• Relevancy of skills taught			
8. Others (specify:) _____	☐	☐	☐

Observations

All methods of collecting data are simply different forms of observation. Observation as a method refers to watching and recording what is said or done or looking at the facilities and equipment against a set of evaluation standards. Your presence in a class can influence what is happening. Some points to remember when observing:

- Try not to be self-conscious and call attention to yourself by trying to "hide."
- Take brief notes rather than writing a lot while in the class.
- Participate if the situation calls for it rather than calling attention to yourself.
- Avoid misinterpreting an incident, such as an argument, as being the normal situation.
- Try to observe situations more than once to check your perceptions.

Checklists are often used to record observations in self-study evaluations and when using program review teams. The evaluative criteria for facilities, equipment, materials, and classroom management are usually in the form of checklists. Checklists are provided by either the state department of corrections, vocational education, or education. The example section of this handbook contains a checklist form adapted from the Minnesota Department of Corrections.

Observations can help in evaluating the quality, quantity, and amount of use of the facilities and equipment. Inmates spending large amounts of time waiting to use equipment may indicate a problem with the facilities arrangement or class organization. Equipment with missing or broken parts may indicate a serious problem with facilities upkeep, or it may be a temporary condition that is in the process of being corrected.

Interviews

Interviewing, or talking to people, is one of the most common methods of collecting information. Inteviewing is more than simply asking people questions.

Collecting complete, accurate answers through interviews does not just happen. A certain amount of practice is needed. It is important to make respondents feel relaxed and comfortable during the interview. They should not feel threatened in any way, either by the presence of the interviewer or the way the interviewer asks the questions.

The following are some suggestions compiled from Illinois and Colorado program review handbooks for conducting interviews:

- Be a *sympathetic*, *attentive*, and *interested* listener. Encouraging gestures, such as nodding and smiling, and words, such as "I know how you feel," help show the respondents you appreciate their remarks.
- Be *neutral* with respect to the comments and subject matter. Don't express your personal opinions on the topics being discussed. This could discourage the respondents from speaking freely. Your job as an interviewer is to understand and accept what is being said, rather than to approve or disapprove it.

- Be *friendly* and *informal* but always *professional*. Everything that you say or do should help overcome the respondent's fear of sharing feelings.

- Be *observant*. Watch for the gestures that respondents use to express themselves. These serve as cues that the respondents are uncomfortable or ill at ease during the interview. A change of topic may assist the respondents in overcoming this discomfort. Ask sensitive questions after you have established rapport.

- Be *at ease* yourself. Do not hurry the interview or appear hesitant, embarrassed, or awkward. The respondents would soon sense your discomfort and behave accordingly.

There are two basic types of interviews. In the first type no prepared questions are asked. The questions are based on the topic but flow according to the respondent's answers. The purpose of this type of interview is to obtain highly personal and in-depth answers.

In the other type of interview a questionnaire is used. The interviewer asks the questions in person or over the phone. Although this is somewhat limiting, there are opportunities to ask for more details when necessary. A great deal of information can be asked in a short time with this type of interview. Another advantage is that the respondent is not required to know how to read a questionnaire.

Records and Documents

Useful information is typically available from records kept by various administrators and teachers. In most institutions there are a number of documents that contain statistical data for comparison through the years. For example, enrollment data from the past ten years can be used to find out what courses were not popular with inmates. Interviews with inmates can lead to answers as to why a course has not been selected. The evaluation report can recommend changes to increase enrollment or to drop the courses entirely.

In addition to institutional and state reports, other useful records include the following:

- Minutes of meetings
- Correspondence files
- Demographic data
- Inmates' student files
- Lesson plan books
- Grade books
- Curriculum guides
- Annual plans
- Facility layout diagrams
- Organizational charts

- Former evaluation results
- Teachers' performance ratings
- Absentee records
- Budget records

Before using records, be sure of the questions you are seeking to answer. It is very easy to be carried away when reading records and to gather useless information.

In addition, anecdotal records, or notes about events as they happen, provide a wealth of information that is not found in official reports. Teachers and administrators should be encouraged to keep their own anecdoctal records on a continuous basis. The J. F. Ingram State Technical Institute for Inmates in Alabama offers a suggestion in figure 2.

FIGURE 2
EXAMPLE: HOW TO KEEP ANECDOTAL RECORDS

One way a teacher can keep up with students is through use of a 3" x 5" card system. A small box file would be adequate to hold a 3" x 5" card on all students for three years.

As a student enters your class prepare a card with just the student's name and date entered on it. One section of the file would contain all students presently enrolled. Cards for new students would be filed in alphabetical order in this section.

Another section of the file system would be for withdrawals. When a student withdraws and is not issued a certificate or a diploma, the card is pulled from the section present enrollments and placed alphabetically in the withdrawal section with a notation of why the student withdrew, where the student went, the date, and any other information available.

Another section of the file would be for graduates. As a student completes the course pull his card from present enrollments section, enter on it the date of graduation, whether released or not and whether employed in a related occupation, or in an unrelated occupation, or is unemployed. Then as you find information about the student during the following two years it can be recorded on the card.

Mailed Questionnaires

Mailed questionnaires are most often used for student and employer follow-up and needs assessments. A high response rate is needed for the results of mailed questionnaires to be meaningful. If the evaluation is an ongoing process in which questionnaires are mailed to a group of former inmates each year, then the current inmates can be alerted to the fact that they will be receiving a questionnaire in the future, and the purposes of it can be explained before they are released. A mailing address should be obtained prior to inmates' release. Inmates often fear that answering the questionnaire will in some way affect their employment or cause other repercussions. Every effort should be made to alleviate these fears by explaining that the information will be completely confidential and used to improve the vocational education program.

Since most former inmates do not want anything to do with the correctional institution once they have been released, mailed questionnaires should *not* carry the return address of the

institution. Instead, arrangements could be made to use an advisory committee member's business address. If this is not possible, a post office box should be rented, preferably where the postmark will not be connected with the institution's address.

The number of mailings will depend somewhat on the money and time available. The suggested mailing below would be ideal if the institution's budget allows it.

1. First week: send a post card that alerts the former inmate that a questionnaire is coming.
2. Second week: send the questionnaire, cover letter, stamped self-addressed return envelope.
3. Third week: send a thank-you reminder card.
4. Fourth week: send a second request for questionnaire, second cover-letter, and stamped self-addressed return envelope.
5. Fifth week: send a second thank-you reminder card.
6. Sixth and seventh weeks: send third request and reminder cards.
7. Send a thank-you letter once the questionnaire is received.

Studies show that repeated mailings do improve response rates, but the costs must be weighed against the advantages of increased responses. At least two mailings are recommended and can be followed with telephone calls to those who do not respond.

Checklists

Checklists are a relatively quick method of evaluating many facets of a vocational education program. They are often used by accreditation, self-study, and program review teams. The example section contains a checklist for accreditation standards. This checklist was adapted for users of this handbook from the sets of standards developed by the National Center for Research in Vocational Education and the American Correctional Association. The example section also contains a checklist useful for a self-study or program review. It was adapted from a checklist used by the Minnesota Department of Corrections.

Follow-Up Studies

Each evaluation question may require several methods as discussed in the selecting methods section of this handbook. To answer the question, "Are former inmates working in jobs that require and use skills they learned in their vocational education program?" a follow-up may be conducted of former inmates.

Former inmate and employer follow-ups can provide data about the results of vocational education training (see samples 4 and 5 in Sample Materials section). Some key questions that can be answered by follow-ups include the number of former inmates who sought employment and are working, the relationship between a job and vocational training, employer satisfaction with former inmates, and the attitude of former inmates toward the vocational education program. Follow-up studies of vocational education students in public schools are recommended

at one, three, and five year intervals to assess the long term impacts of vocational education training. This schedule is also recommended for correctional education if possible, although the constraints and costs may be prohibitive.

The most frequently used method for follow-up is the mailed questionnaire. Follow-ups of former inmates are often difficult since inmate records frequently lack necessary information or are nonexistent. Because correctional institutions typically serve a large geographic area, such as an entire state, most former inmates leave the immediate area, which makes it more difficult to find and contact them. Furthermore, as many corrections educators have realized, even if former inmates can be located, they may not respond to a mailed questionnaire.

If it is possible to obtain names and addresses of former inmates, incentives should be provided for returning the questionnaire. Cash or other awards, such as restaurant certificates, have been successfully used with former inmate follow-up studies.

The most effective method, according to corrections educators, is to develop a working relationship with the parole board and key parole officers across the state. This kind of network is most likely to provide current information about the location and activities of former inmates. Through parole records and by administering questionnaires through parole officers, more evaluation information can be collected.

Use the following checklist

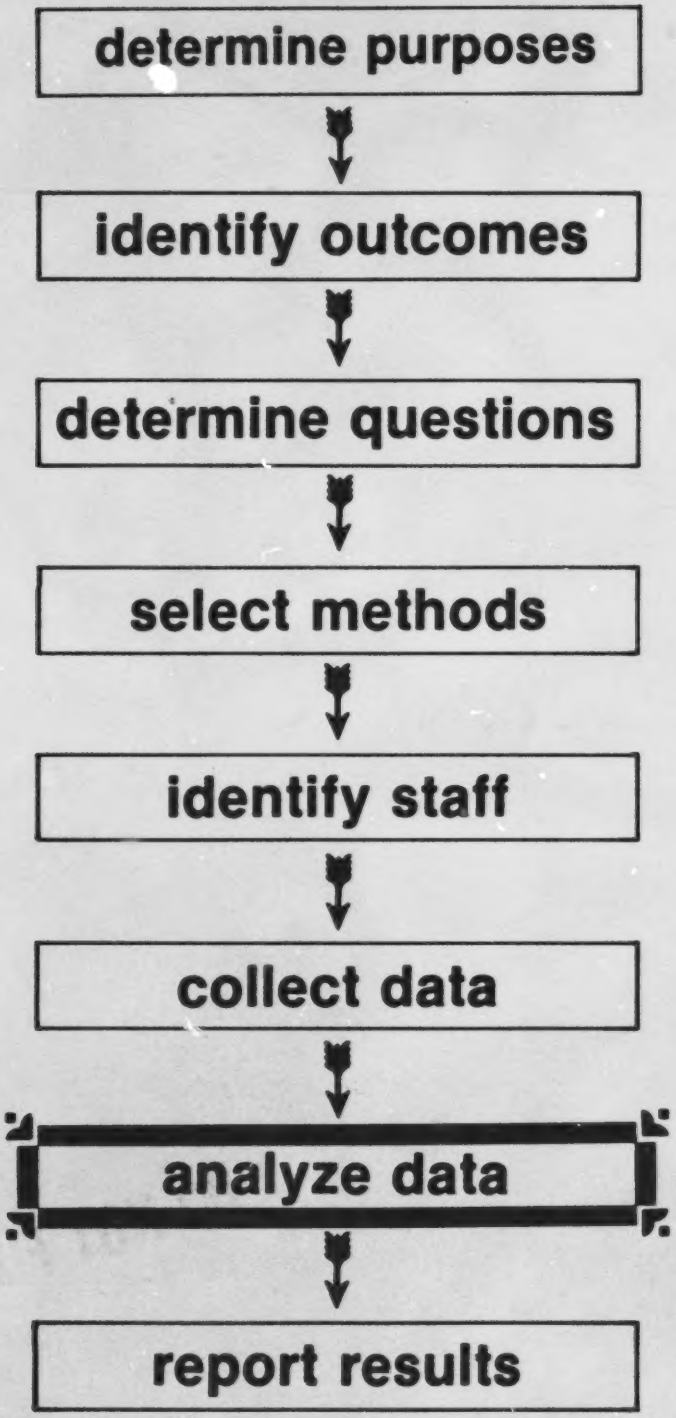
to increase the response rate for your follow-up study.

Increasing the Response Rate for a Follow-Up Study

Please check yes or no.	YES	NO
To increase the response rate, did you—		
1. *Inform inmates before they are released that you will send them a follow-up survey?* Tell them why you need the information and what you will ask. Stress the importance of their cooperation.	☐	☐
2. *Promise complete confidentiality?* Print any necessary code number on the back of the envelopes, very discreetly.	☐	☐
3. *Provide a prepaid return envelope?*	☐	☐
4. *Include incentives if possible?* Money is the best incentive, but small gift items can be used too.	☐	☐
5. *Use short surveys,* asking only necessary questions?	☐	☐
6. *Avoid asking personal questions* that can identify the respondents?	☐	☐
7. *Place difficult questions last?*	☐	☐
8. *Use colored paper* with very easy to read print?	☐	☐
9. Use a *personalized cover letter* signed by a former teacher, trusted counselors, or chaplain?	☐	☐
10. Write *"please forward"* on all mailings?	☐	☐

Another type of follow-up is the personal, face-to-face interview. The interview provides the chance to get a more detailed viewpoint on a former inmate's ideas. However, personal interviews can be expensive and time consuming. A number of different follow-up methods have been tried, such as hiring former inmates to find and interview others. At another site consultant evaluators invited former inmates to join them for lunch at a popular restaurant while they were interviewed.

According to Nickens, Purga, and Noriega, telephone interviews are effective with most populations and more cost efficient than mailed questionnaires or face-to-face interviews. If it is possible to obtain current telephone numbers, telephone interviews are usually less threatening to former inmates. They are more willing to answer questions over the telephone than during a face-to-face interview. The amount of information that can be obtained over the telephone is more limited, however, than in a questionnaire or face-to-face interview. Interviews are sometimes done in combination with questionnaires, either to provide more detailed information or as a method of reaching nonrespondents.


determine purposes
identify outcomes
determine questions
select methods
identify staff
collect data
analyze data
report results

Smithville continued. . .

The committee organized all of the data from the self-study into a notebook for use by the review team. The notebook included an organizational chart of the administration of the vocational education program and charts of the total enrollment in vocational education programs for the last ten years and the current enrollment by program areas.

Step 7

analyze data

The data collected through various evaluation methods must be tabulated and analyzed so that they can be understood and presented in a useful way. Detailed techniques to analyze data are available in the references listed in this handbook. Much of the data analysis is fairly easy, however, and can be done by persons without experience in statistics.

Hand tabulation and data processing by computer are two methods of tabulating data for analysis. If you plan to use computer processing, have a programmer check the questionnaires or other forms before you use them. The formats of the data collection instruments are very important in computer processing. If the instruments are designed properly, they can easily be used for computer analysis. Some inmate records may already be available on computer records and can be helpful in tabulating enrollments, for example.

Most data from evaluations of vocational education programs in correctional institutions can be hand tabulated. For example, hand tabulation is used to simply tally the responses from a questionnaire. If you do not have too many questionnaires, you can easily record the number of responses on a copy of the questionnaire. When using checklists, count the number of yes and no responses and nonresponses to each item. It is important to report the number of nonresponses, which can indicate that respondents did not understand the item or chose not to respond because it dealt with a sensitive issue.

Analysis consists of various types of comparisons to show differences and similarities among the data. For example, after tabulating the enrollments for the different vocational education programs for the previous year, they can be compared to enrollments for previous years. Increasing and decreasing enrollments in the programs may show that a program should be expanded or dropped. Comparisons on ratings of the facilities over the years can supply evidence for the need to remodel.

Percentages are frequently used to indicate the number of responses to a question. Remember to report the percentage of responses as compared to the total number of responses to the question. To find the percentage, divide the like responses to a question by the total number of respondents. The following is an example.

> Eighty current inmates completed a questionnaire about their vocational education experiences. Twenty rated the counseling services as fair—20 ÷ 80 = 25%. Thus, 25 percent or one-fourth of the respondents indicated the counseling services were fair.

Using percentages lets you compare different sizes of groups. This is helpful when class sizes differ from year to year. For example, if last year sixty inmates returned the questionnaire and twenty rated the counseling services as fair, then 20 ÷ 60 = 33 1/3 percent. Although the same number of inmates rated the service as fair this year as last, the percentage was higher last year.

Sometimes it is helpful to know which answer or event occurs most often. Statisticians refer to this as the mode or modal. The education level listed in table 2 most often is eleven. Thus the modal educational level is eleventh grade. The modal age of the inmates enrolled in the program is twenty-two.

TABLE 2
Example: Personal Data on Inmates Enrolled in Auto Mechanics

Inmate	*Age*	*Race*	*Education Level*
A	19	Black	8
B	22	Caucasian	10
C	25	Black	11
D	26	Black	12
E	21	Hispanic	11
F	19	Caucasian	12
G	22	Black	12
H	28	Hispanic	9
I	20	Caucasian	11
J	22	Caucasian	11

The most common statistic is the average or mean. In table 2, for example, to find the average add the numbers or scores together and divide by the total number of items. Then add up all the ages and divide by 10. The total of 224 is divided by 10 which makes the average age slightly older than 22. Dividing the total of the educational levels of 107 by 10 makes the average education level 10.7.

Once the information has been collected and analyzed, it must be converted to a form that will be easily understood by readers of the reports. According to Starr, displaying data information visually in tables, graphs, and so forth has several advantages.

- Interest is created in reading the report.
- Major points are highlighted.
- Information is easier to understand and remember.
- Information is easier to compare.
- Information is easier to display and use in presentations.

Tables

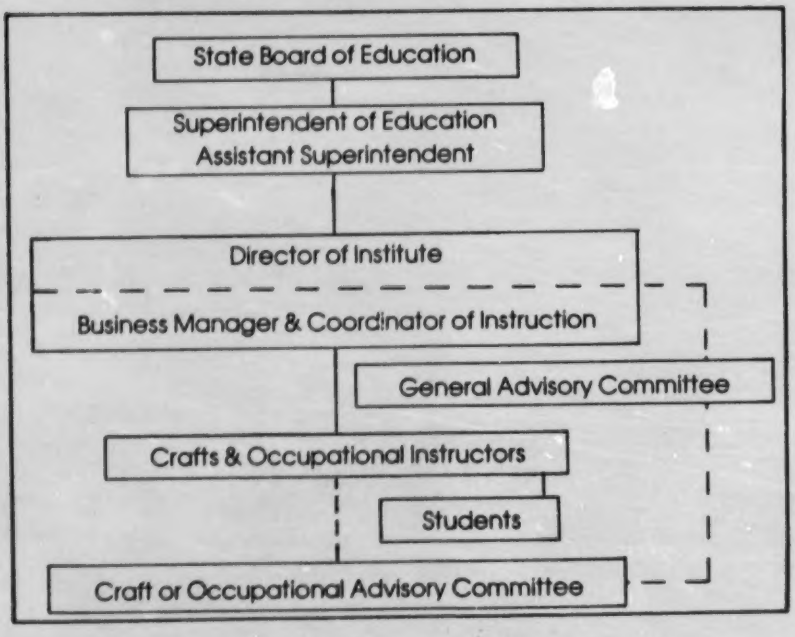
Tables are used to compare or classify related numerical information. Information must be accurately compiled and arranged so that it can be easily read and interpreted. A table must have a title, and each row and column must have a heading. Table 2 is an example of displaying information in a way that is quickly and easily understood.

Figures

Figures show the relationship between ideas or people or illustrate a process. Examples of figures are organizational charts or layouts showing where the vocational education program is housed in a correctional facility. Figure 3 is an organizational chart used in Alabama in 1976.

FIGURE 3

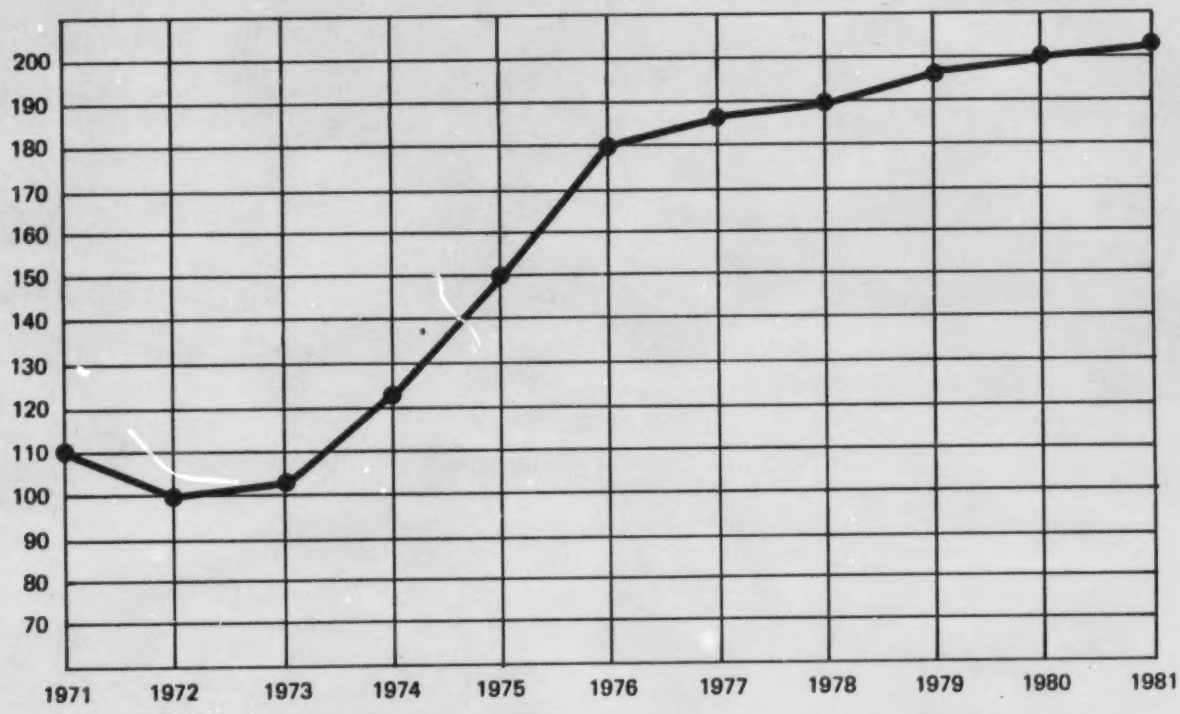
ORGANIZATIONAL CHART FOR ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS



Line Charts

Line charts are effective in showing trends across time. For example, a grid with years down the left and numbers of enrollments across the bottom is a good way to show enrollment over the years. Figure 4 is an example of an effective way to show information.

Figure 4
LINE CHART: ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS



Bar Graphs

One of the most frequently used graphs is the bar graph. Since the size of the bar is proportional to the numbers represented, it is easy to compare sets of information. The bar graph is easy to construct and can be used effectively for comparing a large number of items. As figures 5 and 6 show, bar graphs can be drawn vertically or horizontally.

FIGURE 5
BAR GRAPH: ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS

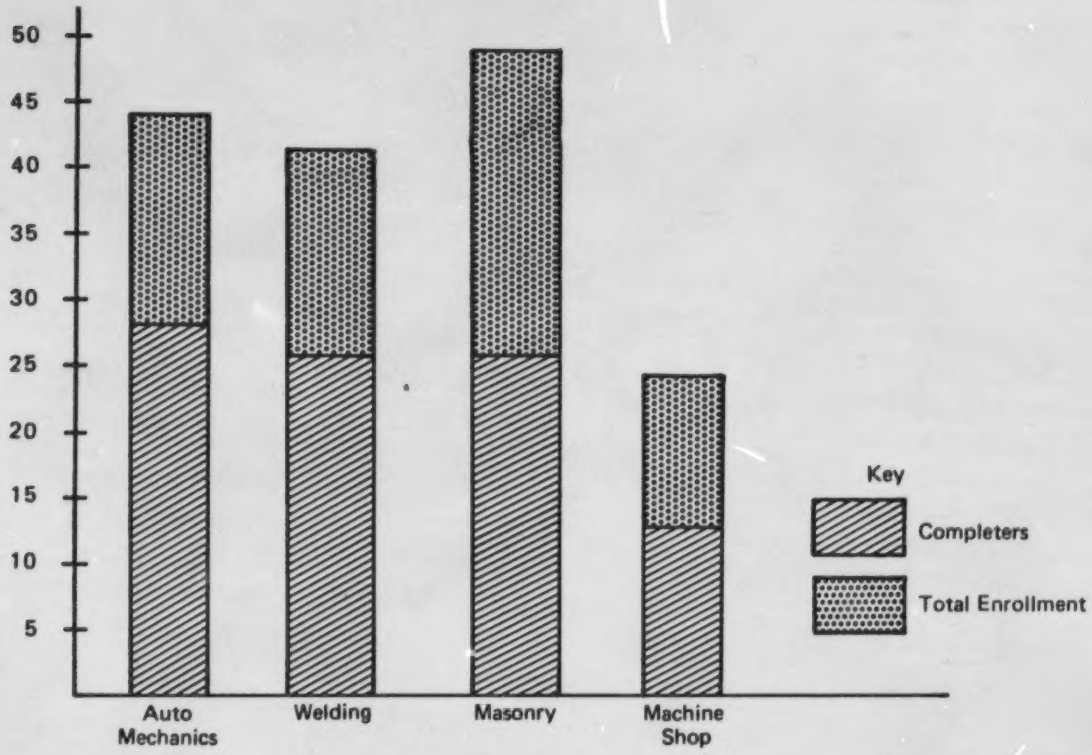
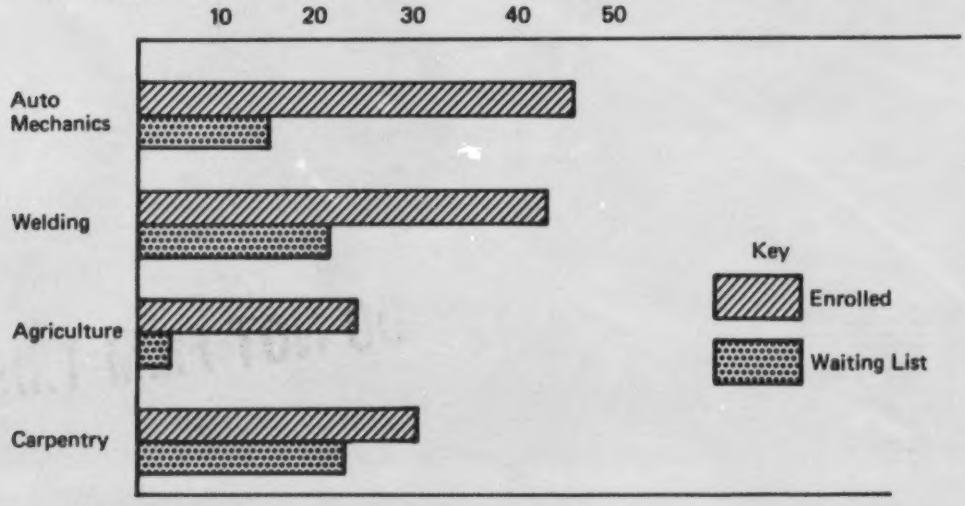


FIGURE 6
BAR GRAPH: ENROLLMENT BY VOCATIONAL EDUCATION PROGRAM AREAS



Pie Charts

Pie charts display how the "pie" of resources or time is divided. Each piece represents a percentage of the whole pie. Since the pie equals 360 degrees, each piece represents a percentage of 360 degrees. Thus, 50 percent is 180 degrees, 10 percent is 36 degrees, and so forth. To construct the pie chart, start at the 12 o'clock spot and mark off the largest section to the right. Continue clockwise in order of size. Figures 7 and 8 are examples of pie charts that indicate budget allocations and types of certificates awarded.

FIGURE 7
PIE CHART: OPERATING EXPENSES BY UNIT

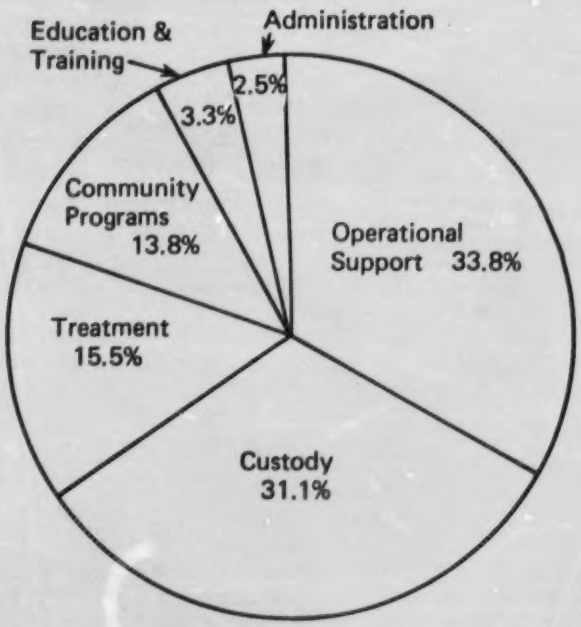
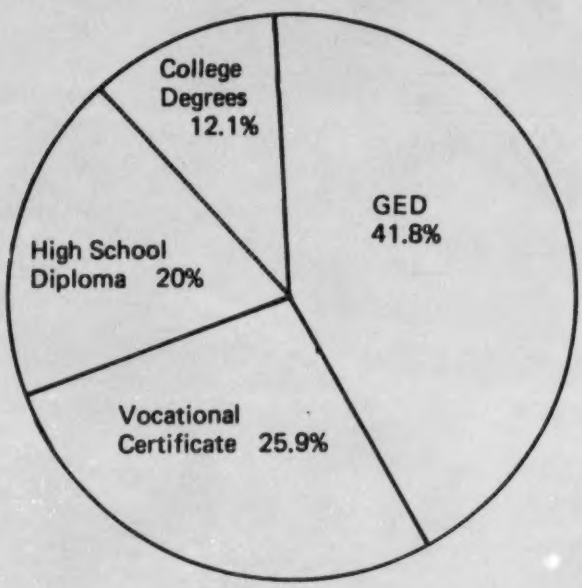
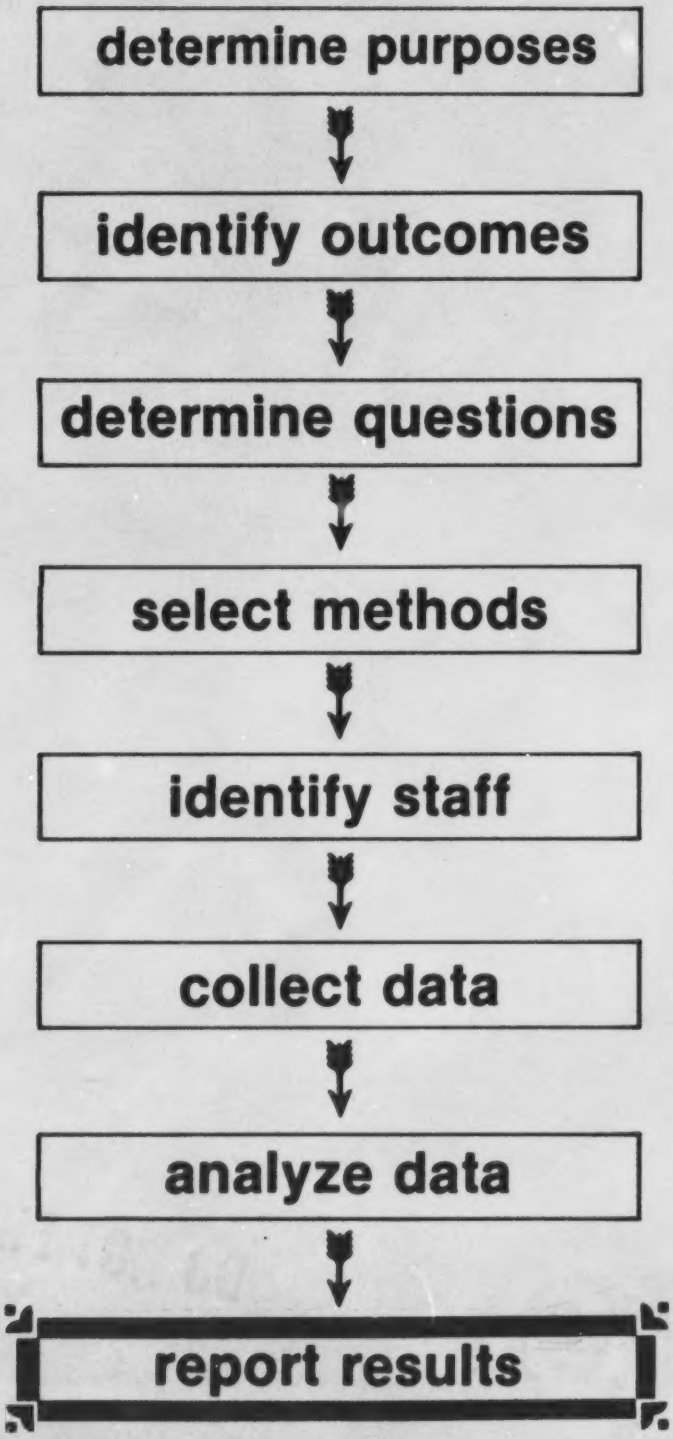


FIGURE 8
PIE CHART: EDUCATION CERTIFICATES AWARDED



Number Awarded	
GED	179
Vocational	111
High School	86
College	52
Total	428


determine purposes
identify outcomes
determine questions
select methods
identify staff
collect data
analyze data
report results

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Smithville continued. . .

After the findings from the self-study and program review were tabulated and analyzed, the evaluation committee organized the information into a final report. The report identified several strong points along with recommendations for improvements. The report was sent to the warden who circulated copies to the vocational education teachers and administrators. The warden later met with them to discuss the evaluation results and recommendations. The education supervisor sent the report and a letter indicating what action would result from the evaluation findings to the review team members.

The evaluation committee made several recommendations to improve the evaluation procedures that would continue. These recommendations included the following:

- Establish a systematic working relationship with the parole board for inmate follow-up.
- Encourage teachers to keep anecdotal records about inmates.
- Have inmates and teachers complete an evaluation of the course at the end of each term.

Pat and the evaluation committee were pleased with the way the evaluation was conducted. They understood the value of having an established system for continuous evaluation built into the vocational education program. Pat realized that evaluation is useful for gathering information for planning, for program improvement, and for accountability, and is not merely an administrative requirement. One of the first unexpected side effects of the evaluation came when a local television station decided to do a news series on conditions in the state prison system. During an interview with the reporter, the education supervisor referred to the evaluation report that highlighted the successes, as well as specific problems. The supervisor was able to discuss the plans for changes that were underway. Use of the evaluation results created a favorable impression of professionalism and accountability for the public monies spent for vocational education at Smithville.

Step 8

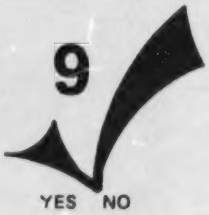
report results

The final step in evaluation is reporting the results in a useful way. Evaluations of vocational education programs in correctional institutions are conducted to provide information for a variety of purposes that usually include decision making. Norton and McCaslin emphasized that the report should be written to address the audiences who will make decisions and who will be influenced by the decisions. The report should be written so that the various audiences are able to use different sections based on their need. You must know the intended audiences of your report in order to present the information in the most usable ways.

The following checklist

will help you decide the type of audience for your evaluation report.

Deciding upon Audiences for the Evaluation Report



Please check yes or no.

The evaluation report will be used by–	YES	NO
1. State department staff	☐	☐
2. Legislators	☐	☐
3. Community leaders	☐	☐
4. Vocational education advisory committee members	☐	☐
5. Warden	☐	☐
6. Education administrators (institution)	☐	☐
7. Teachers, counselors, other staff	☐	☐
8. Concerned citizens	☐	☐
9. Public media (TV, radio, newspapers)	☐	☐
10. Professional colleagues in correctional education	☐	☐
11. Inmates	☐	☐

Depending upon the audience, evaluation results can be reported in many forms. A brief report highlighting the major findings and recommendations may be presented orally to a group of legislators or community leaders, or presented as a news release to the public media. A detailed technical report may be prepared for state department staff, professional colleagues, or education administrators. The report may be written as an executive summary for legislators, or written as a short report for teachers, the warden, and the vocational education advisory committee. In general, those persons most closely associated with the program will need the most information.

Whether spoken or written, the report must have the essential information clearly presented. According to Adams and Walker, the report should include—

- *a cover page* with title, date, author, and, if restricted, the names of persons authorized to read it;
- an *introduction* describing the purpose of the evaluation, the *questions* to be answered, the intended audience, the objectives of the program, the correctional setting, the vocational education program, and the staff and inmates;
- *procedures* used to conduct the evaluation including sources of information, data collection procedures, instruments used, and data analysis procedures;
- *results* of the evaluation, with tables and graphs describing the *findings* and *conclusions*; and
- *recommendations* that relate to the evaluation questions.

The results section will be the heart of your report. It will describe how the desired outcomes have been met through answers to the evaluation questions. The conclusions are based on the findings and tell what has been or should be done. The recommendations, stated in the beginning of the report, tell who should do it and how.

Prepare to write your report by organizing the results on the following worksheet. For each evaluation question, list the findings and conclusions along with your recommendations. This provides an overview of the information to be discussed in the results and recommendations sections of your report.

Write the report in a simple, clear, and objective style. Write in the third person and do not use personal references, such as "I found" or "we thought." Provide enough details but do not use unnecessary words or descriptions. Write out all abbreviations at least once. Have someone in the staff review the report before you have it typed for release. Have the final draft typed in an easy-to-read format. Pages with wide margins and single-spaced, short paragraphs with a double space in between are considered best for readability.

Present the report to your immediate supervisors and to the warden before it leaves the institution. These administrators should decide who else should receive a copy. Encourage administrators and educators to use the evaluation report for their decision making and as information in other reports they must submit. The program review team and evaluation staff members should receive a copy for their files.

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Worksheet 2: Preparing the Report

Evaluation Questions	*Findings*	*Conclusions*	*Recommendations*
(What is the evaluation question?)	(What information was found to answer the question?)	(What has been or should be done?)	(Who should do it and how should they do it?

Use the following checklist

to determine if your recommendations are suitable for the evaluation:

Determining the Suitability of Recommendations

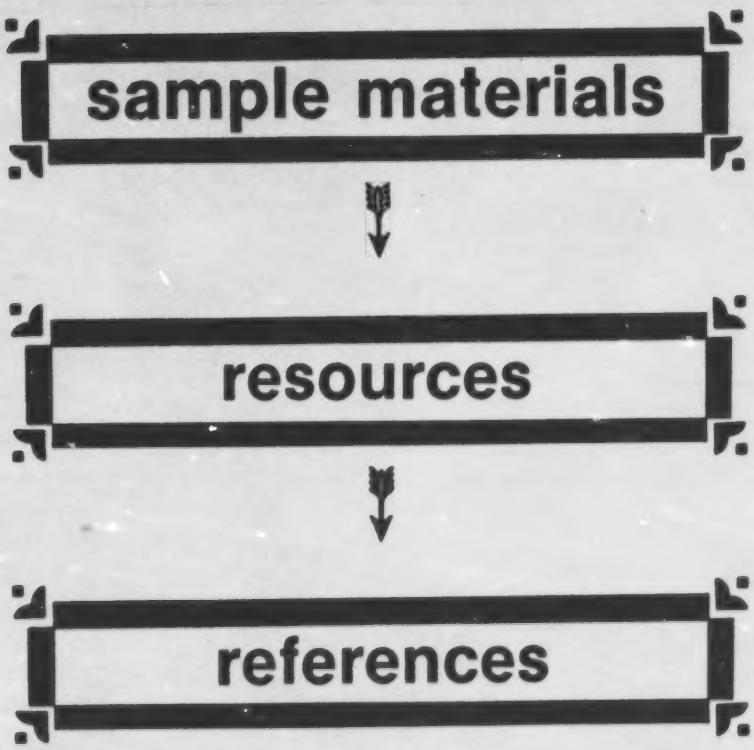
Please check yes or no.

Are the recommendations–	YES	NO
1. Actually providing answers to eliminate the problems identified?	☐	☐
2. Not too time consuming to implement?	☐	☐
3. Short, concise, and still complete?	☐	☐
4. Realistic for the institution?	☐	☐
5. Specific so they cannot be misinterpreted?	☐	☐
6. Consistent with the desired outcomes of the vocational education program?	☐	☐
7. Consistent with the philosophy of the institution?	☐	☐
8. Reflecting the consensus of the evaluation team?	☐	☐
9. Call for changes over a period of time rather than reorganizing the entire program?	☐	☐

You have now completed the eight steps designed to guide you through evaluating your program. File your data carefully in preparation for the continuing evaluation and next report. You will find that you can add the findings from future evaluations to the tables and graphs you have already prepared. Remember, evaluation is a continuous process that must be updated on a regular basis. Be alert for opportunities to add new ways to evaluate your program.

The remaining sections of the handbook contain useful samples, descriptions of resources and references.

PART III
Backup Information



SAMPLE I: CHECKLIST FOR ACCREDITATION STANDARDS

In 1977, The National Center for Research in Vocational Education developed standards for vocational education programs as part of the National Study of Vocational Education in Corrections project funded by the U.S. Office of Education. These standards were developed in collaboration with a panel of experts in the fields of vocational education, corrections, and correctional education along with a project advisory committee. These standards have not yet been adopted as part of any agency's accreditation process but are being considered by several professional organizations.

Use this checklist to help you evaluate your vocational education program in relation to accreditation standards. It may also be used to help you prepare for the accreditation process.

Check yes, no or somewhat and add comments when appropriate.

Curriculum and Instruction

1. This correctional institution has *written descriptions* for each of the vocational programs. The descriptions explain the value and meaning of the course to the student, describe the type of career for which the training prepares the student, provide an indication of recent job demand data, and define the relationship of the program to other educational and training-related activities within the institution.

   YES ☐ NO ☐ SOMEWHAT ☐
   Comments:

2. This correctional institution has *statements of expected student performance* for each vocational program. Performance objectives for each vocational program tell both teachers and students what is expected of them in the vocational program. Objectives also provide a list of what performances will be measured at the end of training.

   YES ☐ NO ☐ SOMEWHAT ☐
   Comments:

3. In this correctional institution, performance objectives are *reviewed regularly* with input from staff, advisory committee members, and students, and are kept current with expectations held by business and industry and the labor market in general.

   YES ☐ NO ☐ SOMEWHAT ☐
   Comments:

4. This correctional institution has and observes a set of written *criteria for admission* to each vocational program by which student eligibility for vocational programs is evaluated. They should be flexible to allow decisions to be made on the basis of individual student need, motivation, and desire for participation in vocational education programs. Criteria for student participation in vocational education programs are a functioning part of the institution's intake and classification process.

   YES ☐ NO ☐ SOMEWHAT ☐
   Comments:

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5. This correctional institution has on file for each of its vocational education programs *written comprehensive courses of study* that include suggested teaching methods and procedures, and equipment, facilities, and supply resource lists.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

6. In this correctional institution, the written *courses of study are reviewed and revised* as necessary to ensure their correctness and the timeliness of course content for each occupational area for which training is provided.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

7. This correctional institution has easily *accessible learning resources* such as textbooks, manuals, handouts, booklets, tests, audiovisuals, and other special materials necessary for effective and efficient instruction in each vocational course.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

8. In this correctional institution, *students have time to use the learning resources* and are taught how to use the materials and equipment.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

Students

1. This correctional institution has an ongoing *orientation program* to acquaint students with the total vocational and academic educational programs.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

2. This correctional institution has a *guidance, counseling, and placement process* to test, evaluate, and counsel students in order to place them in vocational programs. The accurate assessment of students' needs prior to placing them in vocational classes better assures their success and achievement in those classes. While it is desirable to have these services provided by the institution staff, it is possible to contract for their provision by another agency or school.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

3. This correctional institution maintains a *student record system* and educational files that are open to staff and to student review, subject to state and/or federal privacy laws. Open records promote accurate and fair information reporting that facilitates better rapport between those reporting and those reported on. At the time of release from incarceration, a student's educational records are available to the student, prospective employers, and free-world school personnel.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

4. This correctional institution provides students the opportunity for *practical application of skills* acquired through vocational training during the remainder of the student's stay in the institution.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

5. This correctional institution has a *student evaluation program* to test thoroughly and fairly a student's learning progress and to certify the attainment of competencies and/or skills necessary to various on-the-job activities. Evaluation includes paper-and-pencil tests and practical application of skills learned to complete real job tasks. Students are aware of and actively involved in both the development of evaluation criteria and in the process of evaluation.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

6. This correctional institution provides students an opportunity to enter and complete such programs as may lead to *appropriate licensing and credentialing* once training is completed and competencies are certified through the institution by the appropriate agency or group. When licensing is not necessary to a student's ability to obtain a job, completion of training programs is recognized by some type of diploma or certificate that also certifies the skills attained. Such certification is recognized by schools and business and industry in the free world.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

7. This correctional institution has guidance, counseling, and job placement programs that *develop jobs,* make jobs available to ex-offenders, counsel students, and assist them in securing jobs appropriate to their job skills. These services are performed by trained instructional personnel or by personnel from another agency or school.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

8. In this correctional institution, a *strong emphasis* of the guidance, counseling, and placement programs is *on the development of jobs* within the community suitable for ex-students.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

9. This correctional institution has a *comprehensive follow-up* of graduates program to determine the relevance and success of the vocational education activities and job placement services.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

10. This correctional institution has a plan to make credits for vocational education earned here or at other institutions *transferable to educational institutions* in the community, such as community or junior colleges, area vocational schools, colleges or universities. Students who do not have the opportunity to complete a vocational education program prior to release from a correctional institution are permitted transfer credits to a community program for completion.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

Staff

1. This correctional institution has a *written plan for selection of vocational administrators and faculty* that is available to both employers and employees. The criteria are regarded as guidelines for staff selection. They are flexible to account for individual differences in prospective employees and job position requirements.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

2. This correctional institution has a *published salary schedule* and fringe benefits program for vocational administrators and faculty that includes a plan for evaluation and promotion. Staff members are kept informed about salary scales, performance evaluation, and promotion criteria.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

3. This correctional institution has a *written professional growth plan* to provide for upgrading of occupational competencies of administrators, teachers, counselors, and other staff through inservice activities, on-the-job experiences, participation in related professional organizations, and additional college training.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

4. In this correctional institution, *released time and compensation* for inservice education and for participation in professional organization meetings are used to motivate staff to engage in professional growth activities.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

5. This correctional institution has a plan to keep teachers, placement officers, and counselors *up-to-date in business and industry* activities and technology.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

6. This correctional institution has an *evaluation plan* that determines the adequacy of professional preparation, performance, and growth of each vocational education staff member. The existence of an evaluation plan keeps staff members aware of the expectations of the institution regarding their performance.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

Organization and Administration

1. This correctional institution has a current and readily available written statement that describes the institution's *vocational education philosophy*, programs, and ancillary services provided for inmates. This statement describes the relationship between the vocational education program and other functions and departments/areas of the institution.

YES ☐ NO ☐ SOMEWHAT ☐
Comments:

2. This correctional institution has a general *advisory committee* for vocational education to advise the staff in establishing the philosophy, policies, and procedures for vocational education program operations. The committee is composed of people from the local business, industry, education, government, religious, and social communities. The committee members have the experience and ability to provide valuable and timely input to guide the vocational education program efforts of the institution. The advisory committee serves the vocational education program by providing liaison with the business community and by enhancing job development and placement efforts on behalf of the students.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

3. This correctional institution uses vocational program *trade and craft advisory committees* to enhance vocational education programs for the purposes of evaluation, community relations, and curriculum development and revision. These committees serve in an advisory capacity to individual vocational courses or occupational areas within the entire institution vocational program. They provide valuable information on trends in the field; input to curriculum updating; assistance in student placement; good public relations with the business and industry community in the free world; and, in some cases, assistance in student follow-up efforts.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

4. This correctional institution has a set of *written policies* and procedures for the administration and operation of vocational education.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

5. In this correctional institution, an *annual review of policies and procedures* is conducted to provide a good evaluation of the extent to which goals and objectives reflecting the vocational program philosophy are being addressed via those policies and procedures.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

6. This correctional institution has properly *qualified and/or certified staff* (vocational education administrators, supervisors) and necessary support personnel to operate the vocational education program efficiently and effectively.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

7. This correctional institution has a plan for *determining appropriate vocational education teaching load* consistent with the characteristics and demands of the program being taught, the characteristics of the students, the nature of the facilities, and the needs of the teachers for noninstructional time. Performance objectives, characteristics of the occupational area, students, skills required by the job, and physical facilities are examined to determine how much instructional and noninstructional lesson preparation time must be allocated to each program and how many students the program can accommodate.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

8. This correctional institution has written *financial policies and procedures* that provide for stable program budgeting to supply resources necessary to meet vocational education objectives.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

9. This correctional institution has written *community relations plans* for its vocational education program.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

10. This correctional institution has a written plan for *continuous planning, research, and development activities* dealing with vocational education program operations, policies, procedures, curriculum, facilities, staff, equipment, and budget. Short- and long-range planning activities are broad enough in scope to include the total vocational education program from curriculum development and revision to facilities use and maintenance. Planning, research, and development are either conducted by internal staff and/or by personnel from an outside agency who are qualified to perform such functions.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

11. In this correctional institution, the results of *research efforts are used to alter and improve* educational activities.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

12. This correctional institution has a written plan for *continuous collection of evaluation data* about vocational programs, operations, policies, procedures, curriculum, facilities, students, staff, equipment, and budget. Evaluation is conducted by persons from within or outside the system.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

13. This correctional institution has a written plan to identify and attempt to *eliminate discrimination* on the basis of race, color, creed, sex, and/or condition of handicap in staff selection and assignments, student selection, and planning and development of curriculum and instruction.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

Physical Plan, Equipment, and Supplies

1. This correctional institution has a documented *plan for the operation and use* of vocational education program facilities, equipment, and supplies including use of manuals and emergency procedures.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

2. This correctional institution has a plan for *preventive maintenance* and housekeeping activities related to all vocational facilities, equipment, and supplies.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

3. This correctional institution has a plan for short- and long-range *development of new facilities;* acquisition of new equipment and supplies; and modification of existing facilities and equipment for vocational education programs. The plans include the need for and development of new facilities; the improvement of existing facilities, equipment, and supplies to support existing and planned-for vocational programs; the acquisition of new equipment; and the planned replacement of equipment when it becomes worn out or obsolete.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

4. In this correctional institution, the vocational education program's *safety and health conditions meet local, state, and national standards.* These standards are used and adhered to by this institution to ensure safe and healthful working and learning conditions for staff and students.

YES ☐ NO ☐ SOMEWHAT ☐

Comments:

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SAMPLE 2: FORMER STUDENT QUESTIONNAIRE

The following questionnaire was adapted from *Evaluation of Learning: The Heart of Instruction*, Ohio Department of Education, and is keyed for computer tabulations.

DIRECTIONS:

PLEASE CIRCLE THE NUMBER AFTER THE APPROPRIATE ANSWER TO THE QUESTIONS.

1. **What is your current employment status?**

   I am employed full time (30 or more hours/week) . [1]

   I am employed part time (less than 30 hours/week) ..... [2]

   I am unemployed but looking for work ..... [3]

   I am unemployed and not looking for work ..... [4]

   I am in the military service ..... [5]

   If you are employed full time go to question 3

2. **If you are presently unemployed, indicate the appropriate reason.**

   I am attending school ..... [1]

   I am a housewife or about to be married ..... [2]

   I have a handicap which prevents me from working [3]

   I am not interested in a job ..... [4]

   I only wanted to work part time (less than 30 hours/week) ..... [5]

   Other (specify)_____ [6]

3. **Were you satisfied with the training you received in this program?**

   Yes [1] No [2]

4. **Would you recommend this program to others?**

   Yes [1] No [2]

5. **How many full time jobs (30 or more hours per week) have you held since you left this program?**

   I am employed in the same job I had prior to leaving the program ..... [1]

   One full time job ..... [2]

   Two full time jobs ..... [3]

   Three or more full time jobs ..... [4]

IF YOU ARE UNEMPLOYED, PLEASE STOP HERE.

6. **How closely does your present job relate to the training you received in this program? (check only one box)**

   I am employed in the occupation for which I was trained by this program ..... [1]

   I am employed in a related occupation ..... [2]

   I am employed in a completely different occupation ..... [3]

   Present occupation_____

7. **Did this program help to prepare you for your present job?**

   Yes [1] No [2]

8. **How did you get your first full time job after leaving this program? (check most appropriate box)**

   I got the job myself ..... [1]

   My family or friends helped me get the job ..... [2]

   The job placement services provided by the school helped me get the job ..... [3]

   The state employment service helped me get the job ..... [4]

   Other (specify)_____ [5]

9. **What is your monthly salary?**

Less than $100.00	[1]	$401.00 to $500	[5]
$101.00 to $200.00	[2]	$501.00 to $600	[6]
$201.00 to $300.00	[3]	$601.00 to $700	[7]
$301.00 to $400.00	[4]	More than $700	[8]

10. **What specific things about this program have you found to be the most useful to you in your present job?**

    _____
    _____
    _____
    _____

11. **Based on your experiences, what suggestions do you have for improving this program?**

    _____
    _____
    _____
    _____

ADDITIONAL COMMENTS MAY BE WRITTEN ON THE REVERSE SIDE.

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SAMPLE 3: EMPLOYER SURVEY

This survey was adapted from the state of Maine's Vocational/Technical Student Follow-up System.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY CIRCLING THE APPROPRIATE NUMBER.

I. In comparison with other workers of about the same age, and who have been on the same job or a similar one, for approximately the same length of time, how would you rate this employee on:

	Excellent	Good	Poor	Does Not Apply
1. The quality of employee's work	1	2	3	4
2. The quantity of employee's work	1	2	3	4
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	4
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	4
5. The degree to which the employee possesses adequate reading, verbal, and computational skills	1	2	3	4
6. The degree to which the employee possesses specific job-related knowledge necessary *to advance* in this field	1	2	3	4

II. In comparison with other workers of about the same age, and who have been on the same job or a similar one, for approximately the same length of time, how would you rate this employee on:

1. Willingness to accept responsibility	1	2	3	4
2. Judgment, ability to make decisions, plan, organize	1	2	3	4
3. Ability to work without supervision	1	2	3	4
4. Willingness to learn and improve	1	2	3	4
5. Cooperation with co-workers	1	2	3	4
6. Cooperation with management	1	2	3	4
7. Compliance with company policies, rules, and practices	1	2	3	4
8. Work attendance/punctuality	1	2	3	4
9. Customer/client relations	1	2	3	4

III. Did employee require any on-the-job training: Yes ☐ No ☐

If so, approximate number of hours: Hours _____

IV. Did the fact that this person graduated from a vocational/technical program influence your decision to hire him/her? Yes ☐ No ☐

SAMPLE 4: COVER LETTER TO PROGRAM REVIEW TEAM MEMBERS

Letterhead

Dear Mr. Smith:

Thank you for your positive response regarding the Program Review Team Evaluation of the Smithville Vocational Education Program. Your services will contribute to the occupational preparation offered at this institution. Enclosed is a packet of information concerning the role and duties of a Program Review Team Member and also a description of the program that you will be helping to evaluate. Please review this information prior to the visit.

As previously discussed, the meeting is scheduled for Tuesday, May 1, 1982 at 9:30 a.m. Your interest in vocational education and your participation as a team member are appreciated. Your involvement in all activities is encouraged. It is especially important that each team member stays for the entire session and has his/her contributions included in the summary report.

If you have any questions after examining the materials, please telephone us at 614-492-8888. We are looking forward to working with you.

Cordially,

Pat Howell
Smithville Vocational Education Supervisor

PH/slw

Enclosures

SAMPLE 5: INSTRUCTIONS FOR PROGRAM REVIEW TEAM

This set of instructions was adapted from the Local Educational Assessment Program, Georgia Department of Education.

A program evaluation involves the visitation, observation, and analysis of an instructional program by a team of individuals with expertise in the area and with the purpose of providing suggestions for improvement.

Previsit Duties

1. Study the curriculum outline of the program to be evaluated.
2. Compare the curriculum being taught with actual needs of business and industry.
3. Examine the Program Review Team Evaluation forms that will be used as a guide during the actual team visit.
4. Make an effort to contact all faculty personnel and as many students as possible.
5. Record comments and observations on the Program Review Team Evaluation Form.
6. Meet with the Institutional Representative for the Summary Conference to discuss the visit, review and assess their findings, and to make recommendations.
7. Submit individual Program Review Team Evaluation Reports to the Institutional Representative and clarify any ambiguous statements or responses.

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EXAMPLE 6: PROGRAM REVIEW TEAM EVALUATION REPORT

This example was adapted from the Local Educational Assessment Program, Georgia Department of Education.

Program: Date:

Team Member:

Business Affiliation:

The Program Review Team Evaluations members examine and make recommendations in the following areas:

1. Physical Facilities
2. Instructional Program
3. Equipment
4. Supplies
5. Instructional Materials
6. Upgrade Training

Each Program Review Team Member should visit the area of the program being evaluated; observe the physical facilities, equipment, supplies, etc.; interview all instructors and random sample students; examine program goals and objectives, handouts, etc.; and ask for any needed interpretations and clarifications. While in the program area, the team member should record responses and observations on the Program Review Team Evaluation Report. The recommendations may be written then or during the Summary Conference session.

SAMPLE 7: EVALUATION FORM

This evaluation form was adapted from the "Local Educational Assessment Program," Georgia Department of Education.

1. *Physical Facilities* – To have effective instruction, the physical facilities must meet the needs of the program and students. Please rate the following:

Evaluation Scale

3 points: Excellent – Needs no improvement
2 points: Adequate – Needs slight improvement
1 point: Inadequate – Needs definite improvement
0 points: Not Applicable – Does not apply

(CHECK APPROPRIATE RESPONSE)

	3 points	2 points	1 point	0 points
a. The size of the classroom(s)				
b. The size of the laboratory area(s)				
c. The lighting in the classroom(s)				
d. The lighting in the laboratory area(s)				
e. Gas supply, if needed for instructional operation				
f. Water supply, if needed for instructional operation				
g. Electrical service available				
h. The noise level of the department				
i. Safety conditions in the classroom(s)				
j. Safety conditions in the laboratory area(s)				
k. Housekeeping–neatness and organization				
l. Proper storage facilities				
m. Walking/working space available for free and unobstructed movement in the area(s)				

Comments: (Please identify classroom by giving room number.)

EXAMPLE: Room 107 needs five additional electrical outlets.

2. *Instructional Program*

(a) Are program goals and objectives clearly stated? If no, identify those needing change. YES ☐ NO ☐

(b) Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes. YES ☐ NO ☐

(c) Are program goals and objectives consistent with occupational standards? If no, identify those needing change. YES ☐ NO ☐

(d) Are program goals and objectives in printed form? YES ☐ NO ☐

(e) Are student learning experiences consistent with occupational practices and standards? If no, identify those needing change. YES ☐ NO ☐

(f) Are the occupational techniques being taught consistent with occupational practices and standards? If no, identify those needing change. YES ☐ NO ☐

(g) Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications. YES ☐ NO ☐

3. Equipment

(a) Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date. YES ☐ NO ☐

_____

_____

_____

_____

(b) Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use. YES ☐ NO ☐

_____

_____

_____

_____

(c) Is the equipment in this program in proper operating condition? If no, identify that which needs repair. YES ☐ NO ☐

_____

_____

_____

_____

(d) Is an adequate preventive-maintenance plan used with the equipment in this program? If no, suggest ways for improvement. YES ☐ NO ☐

_____

_____

_____

_____

(e) Is all the equipment in this program safe for student use? If no, identify unsafe equipment. YES ☐ NO ☐

_____

_____

_____

_____

(f) Based on your observation, are students practicing proper safety procedures? If no, identify improper safety procedures. YES ☐ NO ☐

_____

_____

_____

_____

(g) Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed. YES ☐ NO ☐

_____

_____

_____

_____

4. Supplies

(a) Are currently needed supplies on hand or readily accessible? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(b) Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained. YES ☐ NO ☐

_____

_____

_____

_____

(c) Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting. YES ☐ NO ☐

_____

_____

_____

_____

(d) Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement. YES ☐ NO ☐

_____

_____

_____

_____

5. Instructional Materials

(a) Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(b) Are the printed materials up to date? If no, identify those that are outdated. YES ☐ NO ☐

_____

_____

_____

_____

(c) Is there a sufficient quantity of audio-visual instructional materials available? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(d) Are the audio-visuals up to date? If no, identify those that need updating. YES ☐ NO ☐

_____

_____

_____

_____

(e) Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed. YES ☐ NO ☐

_____

_____

_____

_____

(f) Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race. YES ☐ NO ☐

_____

_____

_____

_____

EXAMPLE 8: CRITERIA FOR EVALUATION OF VOCATIONAL EDUCATION PROGRAM

The following questionnaire can be used as part of a self-study project or by the program review team to evaluate your vocational education program. It was adapted from materials used by the Minnesota Department of Corrections.

PART I: PHILOSOPHY

1. What is the philosophy of your vocational program?

_____

_____

_____

_____

2. Has the philosophy been discussed with–	YES	NO
a. Administrators?	☐	☐
b. Supervisors (local)?	☐	☐
c. Supervisors (state)?	☐	☐
d. Instructors?	☐	☐
e. Students?	☐	☐

3. Is the philosophy of the vocational program compatible with that of the institution? (Explain)

_____

_____

_____

_____

PART II: PROGRAM AND COURSE OBJECTIVES

Program Objectives

1. The vocational education course should prepare individuals for living and employment by developing–		
a. Attitudes accepted by the employer and society	☐	☐
b. Entry-level skills	☐	☐
c. Work-related skills	☐	☐
d. Communication skills related to work and living	☐	☐
e. Human relation skills	☐	☐
f. Family and/or community responsibility	☐	☐
g. Dignity in quality workmanship	☐	☐
2. Train students to a level of acceptable quality to meet employer needs	☐	☐
3. Provide an effective and practical plan for post-training follow-up	☐	☐
4. Initiate an exact plan to obtain community support of the vocational program	☐	☐

Course Objectives	YES	NO
1. To provide an atmosphere conducive to learning	☐	☐
2. To assist each individual in recognizing a need for learning and behavior changes	☐	☐
3. To help individuals understand themselves and their environment	☐	☐
4. To develop within each individual a sense of self-worth	☐	☐
5. To provide learning experiences related to living and earning a living	☐	☐

PART III: ADVISORY COMMITTEES

1. Consist of statewide industrial personnel—one group to advise all institutions	☐	☐
2. Confirm or suggest improvements to course contents	☐	☐
3. Advise on education level and qualifications for—		
a. Training course entry	☐	☐
b. Job entry	☐	☐
4. Advise on job availability	☐	☐
5. Advise on facilities and equipment	☐	☐

(Questions to be developed after committee is formed)

PART IV: COURSE OUTLINE

1. Is there a working outline available for the course?	☐	☐
2. Is the outline made current periodically as changes in the field occur?	☐	☐
3. Is the working outline structured properly?	☐	☐
4. Are instructional aids identified specifically and numbered or lettered for efficient use?	☐	☐
5. Is there a time element listed for—		
a. Each item?	☐	☐
b. Each unit (subtotal)?	☐	☐
c. Course (total)?	☐	☐
6. Is the outline in consistent use?	☐	☐
7. Are listed references up-to-date?	☐	☐
8. Has the course content been confirmed by the advisory committee?	☐	☐

PART V: LABORATORY OR INDUSTRIAL FACILITY

1. For practical work assignments, is there ample space?	☐	☐
2. Are all work stations visible to the instructor?	☐	☐
3. Is there sufficient classroom space available for teaching the related and theory content of the course?	☐	☐
4. Does the facility lend itself to being flexible for teaching from various parts of the course outline?	☐	☐
5. Are storage areas adequate and orderly?	☐	☐

	YES	NO
6. When necessary, do students have proper project storage facilities?	☐	☐
7. Are utilities sufficient?	☐	☐
8. Do safety features exist where required?	☐	☐
a. Electrical? (restricted and supervised use)	☐	☐
b. Fire? (ample extinguishers)	☐	☐
c. Student protection? (glasses, gloves, etc.)	☐	☐
d. Equipment? (guards, etc.)	☐	☐
9. Are the acoustics and ventilation adequate?	☐	☐
10. Where required, are dust collection and exhaust systems adequate?	☐	☐
11. Is there adequate lighting in—		
a. Laboratory or industrial facility?	☐	☐
b. Classroom?	☐	☐
c. Storage area?	☐	☐
12. Are major and minor maintenance repairs done as soon as possible?	☐	☐
13. Is the laboratory-classroom location convenient to related facilities?	☐	☐
14. Do the laboratories contain an industrial color coding system?	☐	☐
15. Are good housekeeping practices evident?	☐	☐

PART VI: TOOLS AND EQUIPMENT

1. Does each work station have the necessary hand and/or power tools for use in completing assignments?	☐	☐
2. Has consideration been given to the arrangement of tools and equipment to provide opportunity for efficient use?	☐	☐
3. Is power equipment properly located to promote safety?	☐	☐
4. Are tools and equipment properly maintained?	☐	☐
5. Are tools and equipment used an accurate representation of those used in the world of work for that vocation?	☐	☐
6. Is there an efficient procedure developed for repairs and/or replacement of defective tools and equipment?	☐	☐
7. Are all necessary visual aids available?	☐	☐
8. Do the facilities include a visual aids laboratory?	☐	☐
9. Are there ample bulletin boards in good condition?	☐	☐

PART VII: MATERIALS AND SUPPLIES

1. Are there sufficient funds budgeted for ordering and maintaining a sufficient stock of materials and supplies used for instructional purposes?	☐	☐
2. Is the procedure for odering replacement materials and supplies efficient?	☐	☐
3. Do materials and supplies used to complete practical work assignments correspond to those used in the world of work?	☐	☐

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PART VIII: INSTRUCTION	YES	NO
1. Are classroom furnishings conducive to the teaching-learning environment?	☐	☐
2. Is there a teaching-learning atmosphere in the classroom environment?	☐	☐
3. Are the grooming habits displayed by the instructor acceptable?	☐	☐
4. Is an accepted technique of instruction followed with *some finesse*? For example–		
a. Preparation	☐	☐
b. Motivation	☐	☐
c. Objectives	☐	☐
d. Presentation	☐	☐
e. Review	☐	☐
f. Assignment	☐	☐
g. Follow-up	☐	☐
5. Do teaching-learning assignments follow in an orderly sequence?	☐	☐
6. Does each student thoroughly understand how to complete a given assignment?	☐	☐
7. Are students permitted to work at a rate comparable to their ability? (Assuming proper placement)	☐	☐
8. When possible and practical, are students taken to a related industrial environment?	☐	☐
9. Do the entry-level skills being taught-learned meet the requirements of industry?	☐	☐
10. Do the students display a sincere interest in their classroom-laboratory assignments?	☐	☐
11. Is there a display of an acceptable attitude in and out of the teaching-learning environment?	☐	☐
12. Are instructors free to make student progress evaluation and to make recommendations for reassignment of students?	☐	☐
13. Is instruction being offered at the level as indicated by the course outline?	☐	☐
14. Is there evidence of good student-teacher rapport?	☐	☐
15. Is there specific effort put forth with a purpose of improving attitudes when necessary?	☐	☐
16. Are health problems corrected as soon as possible?	☐	☐
17. Are job or practical work assignments prepared as "handout" material?	☐	☐
18. Does the classroom or laboratory have definite organization?	☐	☐
19. Is the average attention span for the group considered?	☐	☐
20. Are there standardized tests for–		
a. Course entry?	☐	☐
b. Course progress?	☐	☐
c. Course completion?	☐	☐
21. Does the training period recommended provide ample time for learning entry-level skills?	☐	☐
PART IX: ADMINISTRATION		
1. Do personnel from industry visit the local institutional program for evaluation purposes?	☐	☐
2. Are instructors consulted by assignment, placement, or classification committees on placement of students in their classes?	☐	☐

	YES	NO
3. Does the instructor have access to a visual aids laboratory (local or state)?	☐	☐
4. Is the class within the recommended student count?	☐	☐
5. Is there an established program for retraining or for attending college-level courses for instructors?	☐	☐
6. Does the program have criteria for reassignment of a student when necessary?	☐	☐
7. Is there specific and accurate communication among members of a treatment team or institutional classification committee?	☐	☐
8. Are methods used for evaluating the same course, offered in one or more programs, uniform?	☐	☐
9. Is there some definite procedure for routing practical work problems?	☐	☐
10. Are tests available for each course designed to determine level of entry into the training or progress achieved during training?	☐	☐
11. Does the follow-up plan meet the needs of the individual for the required time period?	☐	☐
12. Do the classroom academic instructors relate the subject matter they teach in the areas of computation and communication to the vocational education courses?	☐	☐
13. Are there extracurricular activities organized to promote vocational education in the institution?	☐	☐
14. Is there a procedure for determining certificate expiration date available to the institution?	☐	☐
15. Are certificates of credit given only to those who have salable entry-level skills for a specific vocation?	☐	☐
16. Is there definite support for apprenticeship training and on-the-job training where applicable?	☐	☐

PART X: COMMENTS

The institutional education program staff, particularly those concerned directly with one or more aspects of the vocational education program, will be expected to become very familiar with the total contents of this set of standards. Those administrators, involved only indirectly, are requested to direct their attention to Part IX.

COMMENTS BY INSTRUCTOR:

Signature _____

COMMENTS BY INSTITUTIONAL EDUCATION SUPERVISOR:

Signature _____

COMMENTS BY SUPERINTENDENT OF INSTITUTION:

Signature _____

resources

The following selected materials can provide additional information for evaluating vocational education programs in correctional institutions.

Materials Available from the National Center for Research in Vocational Education

Reports on a National Study of Vocational Education in Corrections

VED 05	Jones, Joan Simon. *Vocational Education in Corrections: An Interpretation of Current Problems and Issues—National Study of Vocational Education in Corrections—Technical Report No. 1.* 1977, 53 pp. Reports the results of computer-assisted and manual searches of the literature on history, issues, and trends in vocational education in corrections.	$ 3.80
VED 06	National Center for Research in Vocational Education. *Standards for Vocational Education Programs in Correctional Institutions: National Study of Vocational Education in Corrections—Technical Report No. 2.* 1977, 17 pp. Presents standards in the areas of curriculum and instruction, organization and administration, equipment and supplies. Standards were developed to help corrections personnel establish goals and develop guidelines for programs in vocational training.	$ 2.20
VED 07	Abram, Robert, and Schroeder, Paul C. *Vocational Education in Correction Institutions: Summary of a National Survey—National Study of Vocational Education in Corrections—Technical Report No. 3.* 1977, 123 pp. Provides data on fourteen areas in vocational programs in correctional institutions, including facilities, program goals and organizations, student characteristics, and costs.	$ 7.75
VED 05-07	Available as a set	$11.00

Other Resources

IN 158	Hopkins, Charles O. *Data Sources for Vocational Education Evaluation.* 1979, 26 pp. Identifies data needs at all school levels, lists data source information, and outlines limitations on the use of data for evaluation.	$ 2.35
RD 182	Stevenson, William W. *Vocational Education Evaluation: Problems, Alternatives, Recommendations.* 1979, 61 pp. Suggests several possible approaches a state should consider in seeking methods for improvement of a vocational education program.	$ 4.50

Evaluation Handbooks for Vocational Education

RD 171	Franchak, Stephen J., and Spirer, Janet E. *Evaluation Handbook Volume I: Guidelines and Practices for Follow-up Studies of Former Vocational Students.* 1978, 230 pp. Includes specific techniques, legislation and requirements, development of forms and instruments, guides for interpreting data, alternatives for reporting, and a bibliography.	$13.00

RD 172	Franchak, Stephen J., and Spirer, Janet E. *Evaluation Handbook Volume II: Guidelines and Practices for Follow-up Studies of Special Populations.* 1979, 273 pp. Examines context, definitions, and strategies. Identifies current problems and issues along with existing practices that have proven to be successful. Although former inmates are not specifically identified, many of the same problems occur with them as with other types of special populations.	$14.25
RD 171 and RD 172	Available as a set	$25.00

Career Education Measurements Handbooks

The Career Education Measurement Series consists of the five handbooks that are meant to demystify career education evaluation for the professional who is not an evaluation specialist.

RD 165	Malak, Sharon; Spirer, Janet E.; and Belligrini-Land, Brenda. *Assessing Experiential Learning in Career Education.* 1979, 124 pp. Focuses on how to evaluate experiential education and provides checklists, resources, and other information to help in planning, implementing, and reviewing assessment strategies.	$ 7.75
RD 166	McCaslin, N.L.; Gross, Charles J.; and Walker, Jerry P. *Career Education Measures: A Compendium of Evaluation Instruments.* 1979, 354 pp. Contains over 200 abstracts of instruments currently used by practitioners in career education.	$17.00
RD 167	McCaslin, N.L., and Walker, Jerry P. *A Guide for Improving Locally Developed Career Education Measures.* 1979, 25 pp. Contains step-by-step process for developing or modifying instruments.	$ 3.80
RD 168	Adams, Kay, and Walker, Jerry P. *Improving the Accountability of Career Education Programs: Evaluation Guidelines Checklists.* 1979, 103 pp. Shows how improved evaluation can help make career education programs fare better in presenting evidence of accountability.	$ 6.75
RD 169	Kester, Ralph J. *Using Systematic Observation Techniques in Evaluating Career Education.* 1979, 64 pp. Provides a series of techniques that can be used to show how the program is working.	$ 4.50
RD 165-169	Available as a set	$30.00

National Center materials are available on a cost-recovery basis from:

The National Center for Research in Vocational Education
National Center Publications, Box E
1960 Kenny Road
Columbus, Ohio 43210

When ordering, please use order number and title. Orders of $10.00 or less must be prepaid. Make check payable to the National Center for Research in Vocational Education. Prices listed are in effect at the time of publication and include postage and handling. For discounts on quantity orders, contact the National Center.

Materials Available from the American Association for Vocational Instructional Materials

The following modules were developed by the National Center for Research in Vocational Education and are available from:

American Association for Vocational Instructional Materials
Engineering Center
University of Georgia
Athens, Georgia 30602

Each module is a workbook designed for individualized learning.

Module Number		Price
A-3	*Report the Findings of a Community Survey.* 1978, 64 pages. Designed to develop skills in analyzing survey data, reporting clearly and concisely the results of that analysis and disseminating the findings.	$ 3.75
A-10	*Conduct a Student Follow-up Study.* 1978, 64 pages. Designed to acquaint the reader with follow-up procedures and develop skills in planning and conducting a student follow-up study.	$ 3.75
A-11	*Evaluate your Vocational Program.* 1978, 56 pages. This module focuses on locally directed and product oriented program evaluation. It is designed to develop skill in planning and conducting vocational education program evaluation efforts.	$ 3.45

Additional Resources

Directory of Federal Programs and National Organizations: Potential Resources for Correctional Education. Distributed by Correctional Program, U.S. Department of Education, ROB, Room 5600, 7th and D Streets, S.W., Washington, D.C. 20202

All three books by Fink and Kosecoff are written for persons involved in evaluation but who do not have a background in the field.

Fink, Arlene, and Kosecoff, Jacqueline, editors. *How to Evaluate Education Programs.* Washington, DC: Capitol Publications, Inc., 1980. A collection of newsletters designed for school administrators and staff who are not experts in evaluation.

Fink, Arlene, and Kosecoff, Jacqueline, editors. *An Evaluation Primer.* Beverly Hills: Sage Publications, 1978.

Fink, Arlene, and Kosecoff, Jacqueline, editors. *An Evaluation Primer Workbook: Practical Exercises for Educators.* Beverly Hills: Sage Publications, 1978.

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Abram, Robert E., and Schroeder, Paul. *Vocational Education in Correctional Institutions: Summary of a National Survey.* Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

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Starr, H.; Maurice, C.; Black, M. S.; and Keller, P. *Selecting, Analyzing, and Displaying Planning Information.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Stevenson, Bill. "Essential Characteristics of an Effective Evaluation System for Vocational Education." Otter Rock, OR: National Leadership Development Conference for State Directors of Vocational Education, September, 1978.

Three-Phase System for Statewide Evaluation of Occupational Education Programs: Team Leader Handbook. State Board of Education, Illinois Office of Education, Department of Adult, Vocational, and Technical Education.

Weiss, Carol H. *Evaluation Research.* Englewood Cliffs: Prentice Hall, 1972.

Wentling, Tim L. *Evaluating Occupational Education and Training Programs.* 2nd ed. Boston:

TO ORDER ADDITIONAL COPIES OF THIS PUBLICATION USE–	ORDER NUMBER	PRICE
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• *Vocational Education in Corrections: An Interpretation of Current Problems and Issues– National Study of Vocational Education in Corrections – Technical Report No. 1*	VED 05	$ 3.80
• *Standards for Vocational Education Programs in Correctional Institutions: National Study of Vocational Education in Corrections – Technical Report No. 2*	VED 06	$ 2.20
• *Vocational Education in Correctional Institutions: Summary of a National Survey – National Study of Vocational Education in Corrections – Technical Report No. 3*	VED 07	$ 7.75
• *Basic Mathematics Skills and Vocational Education*	IN 199	$ 2.80
• Basic Reading Skills and Vocational Education	IN 200	$ 2.35
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